Module 1 of 2

Cookery

Manual

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This learning resource was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Department of Education
Republic of the Philippines

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Manual
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Development Team of the Cookery Manual
Authors: Aniceta S. Kong and Anecita P. Domo
Editor: Merlyn Lee
Reviewer: Maila A. Dogelio
Illustrator: Henry Allen M. Arcos
Cover Artist: Ricardo Jose V. Santillan III

Management Team of the Cookery Manual
Bureau of Curriculum Development
Bureau of Learning Resources

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Department of Education- Bureau of Learning Resources (DepEd-BLR)
Office Address: Ground Floor Bonifacio Building, DepEd Complex,
Meralco Avenue, Pasig City, Philippines 1600
Telefax: (02) 634-1072; 634-1054; 631-49-85
Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph

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Introduction

The Technology and Livelihood Education (TLE) for junior high school and Technical-Vocational-Livelihood Education (TVL) for senior high school is one track in the implementation of the K to 12 Basic Education Program (BEP). The TLE/TVL Track has four strands, namely: Agri-Fishery Arts, Home Economics, Industrial Arts, and Information and Communication Technology. Learners in Grades 7 and 8 take exploratory courses under the track; tackling common competencies that they would need, helping them pursue a career in TVL. Their learnings and competencies are further enhanced in Grades 9 and 10, up to Senior High.

This learning resource focuses on the course [Cookery (National Certificate Level II)] under the [Home Economics] strand of the TVL track. The Department of Education aims that this learning resource contributes to the attainment of the realization of the overall goal of the K to 12 Basic Education Program, which is the holistic development of every Filipino learner: equipped with 21st century skills, adequately prepared for work, and has gained the right knowledge, attitude, values and skills to start a business, acquire middle level skills, and to advance in higher education.

Cookery Module 1 of 2

This is the first of two modules that make up the Cookery Manual. It includes information and activities to develop desirable values, skills and understanding through authentic tasks on [how to clean, maintain and sanitize kitchen tools, equipment, and working premises which are important routines after each preparation of foods in the kitchen. It also contains step-by-step procedures and helpful techniques and guidelines on how to prepare, present and store appetizers, salads and salad dressings, sandwiches and desserts, all of which do not require heat in preparation]. Provisions for practical application to real life situation are also included for lifelong learning.

The lesson on Personal Entrepreneurial Competencies (PECs) will help learners to determine their abilities that need to be enhanced and weaknesses to be improved in order to attain success. The market and environment lessons on the other hand, will show them how to identify needs and wants of people in the community for possible business opportunity. All of these expose learners to a wide variety of experiences and opportunities to acquire work skills, work values and expertise which will help learners in choosing an occupation or career and/or eventually put up his or her own business in line with cookery thus, making learners self-reliant and productive members of the society.

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To the Learner:

This manual provides varied and relevant activities and opportunities to determine your understanding of the key concepts and to demonstrate core competencies as prescribed in the TESDA Training Regulation in Cookery.

This manual is specifically crafted to focus on the different activities that will assess your level in terms of skills and knowledge necessary to get a Certificate of Competency and/or National Certification (NC II).

Successful completion of this specialization ensures that you have acquired the essential skills to be on your way to becoming a certified chef.

After finishing all the activities in this module, you can expect to end up with job opportunities and experiences to set up a business enterprise which will generate jobs for others.

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Content Standard

The learner demonstrates understanding of core concepts and theories in cookery lessons.

Performance Standard

The learner independently demonstrates core competencies in cookery as prescribed in the TESDA Training Regulation.

Objectives

At the end of this module, you are expected to:

1. Recognize the Personal and Entrepreneurial characteristics (PECs);
2. Identify job opportunities through customers' needs and wants and/market analysis;
3. Clean, sanitize and store kitchen tools, equipment, and premises;
4. Prepare appetizers; salad and dressing; sandwiches; desserts;
5. Present appetizers; salad and dressing; sandwiches; desserts;
6. Store appetizers; salad and dressing; sandwiches; desserts; and
7. Package prepared foods

Diagnostic Test

A. Read the following questions carefully and choose the letter that best describes the statement. Write your answer on your test notebook.

1. A sweet course or dish which is usually served at the end of a meal.

   A. sweet
   B. dessert
   C. stock
   D. appetizer

2. All of the following are characteristics of good fruit desserts, Except

   A. appetizing aroma
   B. slightly chilled temperature
   C. simple and attractive
   D. moderate sweet

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3. What is the process of putting your product into containers for easy distribution?

    A. packaging
    B. labeling
    C. wrapping
    D. storing

4. Which of the following sanitary practices is not true in storing desserts?

    A. Wash utensils and equipment thoroughly.
    B. Keep away from food when you are ill.
    C. Store foods and ingredients in a dry place.
    D. Safeguard the food during distribution.

5. In plating and presenting food, which among the following statements is related to texture?

    A. enhances plate presentation
    B. plays important part in plate presentation
    C. adds visual interest to the food
    D. serves as frame of the presentation

6. It is the most important principle for sandwich safety after preparation to avoid spoilage.

    A. 4 – 40 – 140
    B. 4 – 140 – 40
    C. 140 – 4 – 40
    D. 40 – 140 – 4

7. Which of the following considerations are essential in choosing ingredients for high quality salads?

    A. quality and quantity
    B. texture and color
    C. freshness and variety
    D. crispiness and taste

8. Which of the following guidelines is not included in making vegetable salad?

    A. cooked to a firm, crisp texture and good color
    B. cooked until completely tender and overcooked
    C. thoroughly drained and chilled before using
    D. marinated or soaked in a seasoned liquid

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9. Which of the following procedures for quantity green salad production is the last step to do?

    A. Arrange salad plates on worktables.
    B. Add dressing before serving.
    C. Prepare all ingredients.
    D. Refrigerate until serving.

10. Which of the following appetizers are made out of thin slices of bread in different shapes.

    A. relish
    B. cocktail
    C. hors d' oeuvres
    D. canapé

11. Aling Pelita finds it hard to remove tough soils from the used pots and pans, it does not respond to different cleaning agents she used, if you will help her which of the following will you recommend that will surely solve her problem?.

    A. abrasives
    B. acid cleaners
    C. detergents
    D. cleaners

12. Your younger sister accidentally swallowed poison. What first aid treatment should you do?

    A. Read the label of the poisonous material.
    B. Remove anything remaining in the mouth.
    C. Give her a glass of water or any fruit juice.
    D. Give her a spoonful sugar or any kind of sweets.

13. Which of the following is the proper order in washing the dishes?

    A. chinaware, utensils, silverware, glassware
    B. utensils, silverware, glassware, chinaware
    C. silverware, chinaware, glassware, utensils,
    D. glassware, silverware, chinaware, utensils

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14. Which of the following is the proper order/steps in cleaning kitchen premises.

    1. Rinse all surfaces with cold to hot water to remove thoroughly all remaining chemical solution and food soil residues.
    2. Remove residual food soils from equipment surfaces.
    3. Scrape and pre-rinse.
    4. Rinse all equipment surfaces with sanitizing agent.

A. 2 4 1 3
B. 3 1 4 2
C. 3 2 1 4
D. 1 2 3 4

B. Identify the following tools and equipment in column B. Write your answers in column A with a short description of the uses or functions. Write your answers on your test notebook. (2pts. each)

A.	B.
1.	
2.	
3.	

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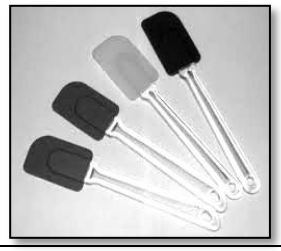
4.	
5.	
6.	
7.	
8.	

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9.	
10.	

C. Arrange the following steps in preparing hamburger in proper sequence. Use A for the first step, B for second and so on. Write your answers on your test notebook.

_____ 1. Cover the cheese with meat like roast beef, turkey, or sliced ham.

_____ 2. Sprinkle a bit of spice, fresh basil or parsley and dried spices like chili or turmeric powder.

_____ 3. Assemble necessary tools, equipment, oven, and toaster.

_____ 4. Top the meat with another slice of cheese.

_____ 5. Toast the bread lightly and place it on a clean sheet with the cut side up.

_____ 6. Add your choice of vegetable like red onion, tomatoes, and red peppers.

_____ 7. Finish the sandwich with another piece of bread and put it in a pre-heated 35^0 F oven for about 5 minutes.

_____ 8. Put two slices of cheese on the bread like cheddar, Swiss, mozzarella or any cheese combination desired.

_____ 9. Prepare and assemble all ingredients; sandwich breads like hamburger buns, sliced cheeses, vegetables and meats.

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D. Arrange the following steps in cleaning and sanitizing range in proper sequence. Use A for the first step, B for second and so on. Write your answer on your test notebook.

_____ 1. When cool, wash top of range

_____ 2. Before replacing, rub with oil-damped cloth

_____ 3. Remove all burnt sediments and wipe grease from top of range after each use.

_____ 4. Clean oven by removing grates, scraping off food deposits, washing and drying.

_____ 5. Run oiled cloth over top of range

_____ 6. Scrape grease from curbs and openings hinges.

_____ 7. Keep burners clean. Gas burners can be soaked and scrubbed with stiff brush while electric burners should be cleaned with a brush or with a damp cloth.

B. Draw/Illustrate the structure of a plated salad and label its parts. Write your answer on your test notebook

Your answer will be rated using the rubric below.

SCORE	CRITERIA
5	Very creatively done and able to label all the parts correctly.
4	Very creatively done and able to label 2-3 parts correctly.
3	Creatively done and able to label 2-3 parts correctly.
2	Less creatively done and able to label 1 part correctly.
1	Untidy done and no label.

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CONCEPT REVIEW

LEARNING OUTCOME 1:
ASSESS PERSONAL ENTREPRENEURIAL COMPETENCIES

At the start of your journey in learning Cookery, the Personal Entrepreneurial Competencies and entrepreneurial mindsets were introduced. In this concept review, you will be reminded of these lessons and you get to assess whether or not you have the competencies found among entrepreneurs. In addition, a brief lesson on the Business Environment and Idea Generation is provided to help contextualize how your skills might be useful for an entrepreneurial venture. Read on to find out

Entrepreneur

An entrepreneur is comprehensively defined by Zimmerer & Scarborough (2005) as someone who "creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them" (p.3). They are the ones who act on their business ideas.

Personal Entrepreneurial Competencies

There has been many studies to characterize "the entrepreneurial personality"; although there is no isolated set of traits that guarantee success, there were identified behaviors found common to most successful entrepreneurs. There is a well-known research on human behavior done by McClelland and McBer which identified 10 behavioral patterns organized into three general clusters: the achievement, planning, and power clusters (SERDEF, 2007; 1998). It was found out that these behaviors were also typical entrepreneurial behaviors. The entrepreneurial qualities, more known as the Personal Entrepreneurial Competencies (PECs) are as follows:

Achievement Cluster

- Opportunity seeking – Entrepreneurs have a good eye for spotting business opportunities and acts on these opportunities appropriately.
- Persistence - Entrepreneurs do not easily give up in the face of obstacles. They will take repeated or different actions to overcome the hurdles of business. This includes making a personal sacrifice or extraordinary effort to complete a job.

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- Commitment to work contract - Entrepreneurs do their best to satisfy customers and to deliver what is promised. They accept full responsibility for problems when completing a job for customers.
- Risk-taking - Entrepreneurs are known for taking calculated risks and doing tasks that are moderately challenging.
- Demand for efficiency and quality - Entrepreneurs see to it that the business meets or exceeds existing standards of excellence and exerts efforts to improve past performance and do things better. They set high but realistic standards.

Planning Cluster

- Goal setting - Entrepreneurs know how to set specific, measurable, attainable, realistic, and time-bound (SMART) goals. It is easy for them to divide large goals into short-term goals.
- Information seeking - Entrepreneurs update themselves with new information about their customers, the market, suppliers, and competitors. This is rooted to their innate sense of curiosity.
- Systematic planning and monitoring - Entrepreneurs develop and use logical, step-by-step plans to reach their goals. They monitor progress towards goals and to alter strategies when necessary.

Power Cluster

- Persuasion and networking - Entrepreneurs know how to use the right strategies to influence or persuade other people. They have naturally established a network of people who they can turn to in order to achieve their objectives.
- Self-confidence - Entrepreneurs have a strong belief in themselves and their own abilities. They have self-awareness and belief in their own ability to complete a difficult task or meet a challenge.

Assess your Personal Entrepreneurial Competencies by answering the following items.

Personal Entrepreneurial Competencies (PECs) Self-rating Questionnaire

Read each statement carefully and answer honestly based on how well it describes you. There are five choices as follows: Please write the number you have selected on the space before each statement. Some statements

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may be similar but no two are exactly alike. Please go through each statement and answer all the items.

5 = Always	4 = Usually	3 = Sometimes	2 = Rarely	1 = Never

_____ 1. I look for things that need to be done.
_____ 2. When I am faced with a difficult problem, I spend a lot of time trying to find a solution.
_____ 3. I complete my work on time.
_____ 4. It bothers me when things are not done very well.
_____ 5. I prefer situations in which I can control the outcomes as much as possible.
_____ 6. I like to think about the future.
_____ 7. When starting a new task or project, I gather a great deal of information before going ahead.
_____ 8. I plan a large project by breaking it down into smaller tasks.
_____ 9. I get others to support my recommendations.
_____ 10. I feel confident that I will succeed at whatever I try to do.
_____ 11. No matter whom I'm talking to, I'm a good listener.
_____ 12. I do things that need to be done before being asked to by others.
_____ 13. I try several times to get people to do what I would like them to do.
_____ 14. I keep the promises I make.
_____ 15. My own work is better than that of other people work with.
_____ 16. I don't try something new without making sure I will succeed.
_____ 17. It's a waste of time to worry about what to do with your life.
_____ 18. I seek the advice of people who know a lot about the tasks I am working on.
_____ 19. I think about the advantages and disadvantages or different ways of accomplishing things.
_____ 20. I do not spend much time thinking how to influence others.
_____ 21. I change my mind if others strongly disagree with me.
_____ 22. I feel resentful when I don't get my way.
_____ 23. I like challenges and new opportunities.
_____ 24. When something gets in the way of what I'm trying to do, I keep on trying to accomplish what I want.
_____ 25. I am happy to do someone else's work if necessary to get the job done on time.
_____ 26. It bothers me when my time is wasted.
_____ 27. I weigh my chances of succeeding or failing before I decide to do something.
_____ 28. The more specific I can be about what I want out of life, the more chances I have to succeed.
_____ 29. I take action without wasting time gathering information.
_____ 30. I try to think of all the problems I may encounter and plan what to do if each problem occurs.
_____ 31. I get important people to help me accomplish my goals.
_____ 32. When trying something challenging, I feel confident that I will succeed.
_____ 33. In the past, I have had failures.
_____ 34. I prefer activities that I know well and with which I am comfortable.

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_____ 35. When faced with major difficulties, I quickly go on to other things.
_____ 36. When I am doing a job for someone, I make a special effort to make sure that person is happy with my work.
_____ 37. I am never entirely happy with the way things are done; I always think there must be a better way.
_____ 38. I do things that are risky.
_____ 39. I have a very clear plan for my life.
_____ 40. When working on a project for someone, I ask many questions to be sure I understand what that person wants.
_____ 41. I deal with problems as they arise, rather than spend time trying to anticipate them.
_____ 42. In order to reach my goals, I think of solutions that benefit.
_____ 43. I do very good work.
_____ 44. There have been occasions when I took advantage of someone.
_____ 45. I try things that are very new and different from what I have done before.
_____ 46. I try several ways to overcome things that get in the way of reaching my goals.
_____ 47. My family and personal life are more important to me than work deadlines I set for myself.
_____ 48. I find ways to complete tasks faster at work and at home.
_____ 49. I do things that others consider risky.
_____ 50. I am as concerned about meeting my weekly goals as I am for my yearly goals.
_____ 51. I go to several different sources to get information for tasks or projects.
_____ 52. If one approach to a problem does not work, I think of another approach.
_____ 53. I am able to get people who have strong opinions or ideas to change their minds.
_____ 54. I stick with my decisions even if others disagree strongly with me.
_____ 55. When I don't know something, I don't mind admitting it.

Please proceed to the next section where you may determine your score. The point system will indicate whether you manifest strong tendencies or weak inclinations towards a particular behavior.

***Source**: Liberal, AE. E. (2007). Appraising and developing yourself for an entrepreneurial career. (Eds.) Maghirnf, T., Librando, P., Esguerra, D., & Recio, D. In Introduction to Entrepreneurship. Quezon City: Small Enterprises Research and Development Foundation, Inc. in cooperation with UP-ISSI. pp: 41-43*

PEC's Scoring Sheet

Please enter your ratings in the PECs scoring sheet. The number in parenthesis corresponds to the questionnaire item number. Notice that the item numbers are listed consecutively for each column. Perform the addition and subtraction as indicated in each row to compute for each PEC.

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Rating of Statements													Score		PECs
	+		+		-		+		+	6	=				Opportunity
(1)		(12)		(23)		(34)		(45)							Seeking
	+		+		-		+		+	6	=				Persistence
(2)		(13)		(24)		(35)		(46)							
	+		+		+		-		+	6	=				Commitment to
(3)		(14)		(25)		(36)		(47)							work contract
	+		+		+		-		+	6	=				Demand for Efficiency
(4)		(15)		(26)		(37)		(48)							& Quality
	-		+		+		+		+	6	=				Risk taking
(5)		(16)		(27)		(38)		(49)							
	-		+		+		+		+	6	=				Goal setting
(6)		(17)		(28)		(39)		(50)							
	+		-		+		+		+	6	=				Information seeking
(7)		(18)		(29)		(40)		(51)							
	+		+		-		+		+	6	=				Systematic planning
(8)		(19)		(30)		(41)		(52)							& monitoring
	-		+		+		+		+	6	=				Persuasion &
(9)		(20)		(31)		(42)		(53)							Networking
	-		+		+		+		+	6	=				Self-confidence
(10)		(21)		(32)		(43)		(54)							
	-		-		-		+		+	18	=				Correction Factor
(11)		(22)		(33)		(44)		(55)							

Source: Liberal, AE. E. (2007). Appraising and developing yourself for an entrepreneurial career. (Eds.) Maghirang, T., Librando, P., Esguerra, D., & Recio, D. In *Introduction to Entrepreneurship*. Quezon City: Small Enterprises Research and Development Foundation, Inc. in cooperation with UP-ISSI. pp: 43-44.

The PECs Scoring Sheet with Correction Factor

The Correction Factor is used to provide a more accurate assessment of the PECs of each respondent. If the total score of items 11, 22, 33, 44, and 55 is 20 or greater, then the total score on the ten PECs must be corrected. Use the table below to determine the corrected score.

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If the correction factor is:		Subtract the following numbers from each PECs score:
24 or 25		7
22 or 23		5
20 or 21		3
19 or less		0

Correct each PECs score before using the Profile Sheet:

Corrected Score Sheet					
PECs	***Original***		***Correction***		***Corrected Score***
Opportunity seeking		-		=	
Persistence		-		=	
Commitment to work contract		-		=	
Demand for quality & efficiency		-		=	
Risk taking		-		=	
Goal setting		-		=	
Information seeking		-		=	
Systematic planning & monitoring		-		=	
Persuasion & networking		-		=	
Self-confidence		-		=	
	Corrected Total Score:				

Source: Liberal, AE. E. (2007). Appraising and developing yourself for an entrepreneurial career. (Eds.) Maghirang, T., Librando, P., Esguerra, D., & Recio, D. In *Introduction to Entrepreneurship*. Quezon City: Small Enterprises Research and Development Foundation, Inc. in cooperation with UP-ISSI. pp: 44-45.

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Personal Entrepreneurial Competencies (PECs) Profile Sheet

Transfer the corrected PECs score to the profile sheet by marking an "X" at the appropriate point on the horizontal line provided for each PEC category. After plotting your PECs score, connect all the "Xs" with a heavy line.

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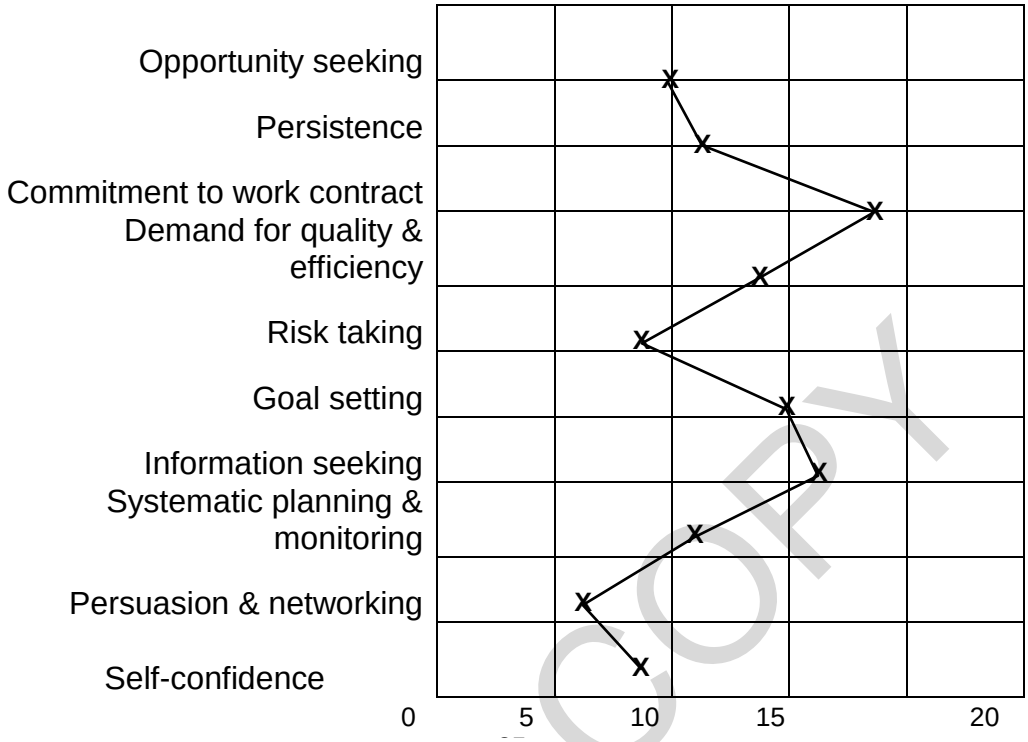
SAMPLE PECs PROFILE



Interpretation

A lower score means a 'weak' performance and a higher score translates to a 'strong' performance on a particular competency. A 'weak' performance should be regarded as a challenge or an opportunity for improvement rather than a cause for worry. Improving a competency entails enough determination, correct practice and strategies, and time for maturation.

Source: Liberal, AE. E. (2007). Appraising and developing yourself for an entrepreneurial career. (Eds.) Maghirang, T., Librando, P., Esguerra, D., & Recio, D. In *Introduction to Entrepreneurship*. Quezon City: Small Enterprises Research and Development Foundation, Inc. in cooperation with UP-ISSI. pp: 45-46.

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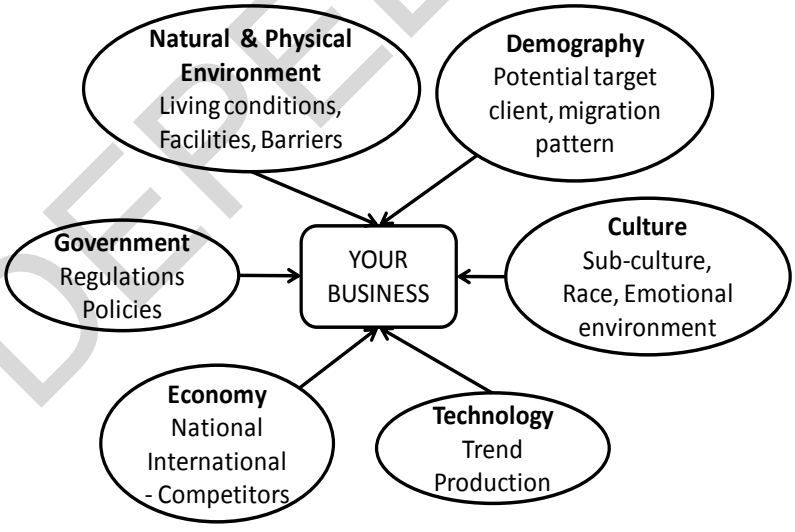
LEARNING OUTCOME 2:
UNDERSTAND BUSINESS ENVIRONMENT & BUSINESS IDEAS

Business Environment and Market

The study of the business environment in a particular location has far-reaching and long-term effects on a small or micro enterprise's viability. In fact, business ideas and opportunities are partly shaped or determined by the business location. Unless it is possible to migrate to more favorable locations, the ideas and opportunities for business will oftentimes be delimited to the surrounding areas.

The business environment consists of both the tangible and intangible factors that affect either the external or internal business operations. They may include the land area available for economic zones, the physical layout and barriers such as rivers, parks or lakes, and building obstructions as well as the transportation network; all of which are considered tangible factors. They also include the demography of clients and suppliers, the competitors in the locale/area and the available technology for production. The intangible factors, on the other hand, include the sub-culture, industry trends, economic and government activity or the political situations in the area.



***Natural and Physical Environment*.**

This concerns the physical location of a business' store. The natural environment also pertains to the natural and man-made structures that may enhance the beauty of the location, such as a park or a sea front view, or

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serve as barrier to the location, such as a dump site or high rise structures that obstruct a view. The living condition in an area also serves as a standard for the ambience you want to create for your store.

There is also a phenomenon referred to as clustering, where a particular type of product is offered within the same area. For instance, most guitar shops are clustered along the intersection of V. Mapa and Aurora Avenue in Metro Manila; Filipino craft stores crowd the area under the Quiapo Bridge; or car accessories are found in Banawe area.

The key word to have in mind when scanning the physical environment is the visibility of your intended store to the potential clients.

Demography

This pertains to the number of people living in the area, their age, gender, socio-economic status, family size, religion, and even growth trends. These are invaluable information that can help entrepreneurs in matching their product to the target market, in deciding for the marketing strategy, pricing and product packaging among others.

Culture

Culture or sub-culture, being the total way of life, ideas and customs of a set of people or society, primarily influence the types of products that are acceptable to a particular locality. For example, the influence of the Japanese culture gave rise to minimalist designs. A sub-culture also shapes the 'emotional' environment of an area. For instance, the feeling of 'fear' for a specific location may serve as a barrier for a business; a place where one does not feel safe because of the prevalence of crime will discourage entrepreneurs.

Changes in the lifestyle, which is brought about by changes in the population demography and the economy, also affect a business. These lifestyle changes may be the increase of women's participation in the world of work, change in buying patterns and shift in tastes.

Government Regulations

The laws and policies of the national and local government units also influence the business operations. Some examples of policies that directly affect entrepreneurs are the imposition or removal of taxes for products, the establishment of economic zones and assistance in product labeling and packaging of products. In addition, improvement of facilities and roads

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improve transportation network that facilitates transfer of products from one area to another or promotes accessibility for consumers.

Economy

This pertains to the management of resources and study of the system of production, distribution, and consumption of goods and services. A country's economy influences both the entrepreneurs and consumers as it relates to the financial matters of business like taxes and interest rates and to the quality of life, cost of utilities and services among others. Even small scale entrepreneurs must learn to study economic indicators to improve business forecasts; such as when to buy certain materials and supplies, when to open a store or introduce new products based on consumer spending, or when to hire employees. Some examples of economic indicators include the (a) Gross Domestic Product (GDP) which increases when a country's economy is doing well; (b) Unemployment rate which indicates that more unemployed people usually signal an economy getting worse; and (c) Price Indexes and Inflation rates which determine the buying power of consumers.

The existing enterprises, who are either direct or indirect competitors, are also part of the business environment. It is important to scout for products or services that answer a similar need to what you intend to provide.

Think of how you can create a niche that will differentiate your product from the other businesses – either in specifying a target market or in differentiating your product quality or price. The key concept to think about is acquiring a reasonable market share despite of the competition.

Technology

Technological changes are inventions based on the application of science that create new product or process improvements. Some examples of technological changes are mobile tools that enable online connection, new business tools for analysis and database, social networks and modern, digital equipment. These advances in technology result to efficiency and productivity at a lesser cost. It can be observed that sending message through email provides a cheaper and faster means compared to hand-delivered mails (snail mails). An entrepreneur can benefit from technological changes by identifying the appropriate technological solution available in the area or locale.

At this point, it must be quite clear why an environment scanning of an area considered as business site is helpful for the entrepreneur. In fact, the impact of the factors in the business environment does not only include the business operation, but is even the relevant start of the venture – during the business idea generation and opportunity identification stage. A concise

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guide on how to spot and identify business opportunities are provided in the following section. Keep reading!

Spotting and Identifying Business Opportunities

Spotting business opportunities is one of the most essential aspects of entrepreneurship. An entrepreneur must have a keen eye for identifying opportunities that can potentially turn into a good product or business venture. At the same time, an entrepreneur should also know which opportunities to drop and which ones to develop.

Idea Generation

The first step in identifying a good business opportunity is to look for many opportunities. This is called the idea generation phase (SERDEF, 2007). The following are good sources of business ideas (Hisrich, Peters, & Shepherd, 2008; Looser & Schlapfer, 2001).

1. Personal hobbies and interests;
2. Everyday experiences, travel, and adventures;
3. Suggestions from family members and friends;
4. Problems that need solutions;
5. Problems with existing products;
6. Books, magazines, news;
7. Observing, listening around you;

Screening Business Ideas

Once you have generated a number of business opportunities and ideas, the next step is to select and screen these. Though there can be many ways to do this, a good way to proceed is to screen your ideas based on 1) your personality and personal preferences and 2) the characteristics of a good business (SERDEF, 2007). Consider the following criteria:

1. Personality and Personal Preferences
    a. Personal Preference
    b. Education, Skills, and Experience
    c. Work Experience
    d. Support from family and friends
2. Characteristics of a good business
    a. Demand for Product
    b. Availability of skills, raw materials, technology, and capital
    c. Profitability

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SWOT Analysis

Once you have chosen your business idea, the next step is to conduct a SWOT analysis in order to determine the Strengths, Weaknesses, Opportunities and Threats of your potential business. This step will help you improve your business of choice and prepare for challenges. The table below will help you differentiate among these four features:

	Positive	**Negative**
Controllable Factors	**S**trengths Positive factors that contribute to the favourability of a business opportunity Examples: Cheap raw materials Skilled employees Ease of management Small capital outlay	**W**eaknesses Set of problems, difficulties, or shortcomings encountered by the business Examples: Inexperienced owner Lack of working capital Poor location
Uncontrollable factors	**O**pportunities Positive factors that are not within the control of the business Examples: Absence of similar products in the market New markets being developed Growing demand for similar products Favorable government policy	**T**hreats Negative factors that are beyond the control of the business Examples: Rising costs Raw material shortages Too many competitors

Remember to refer back to these guidelines and tools when you are ready to think of your next business ideas!

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Histrich, R., Peters, M., & Shepherd, D. (2008). **Entrepreneurship**. New York: McGraw-Hill.

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QUARTER 1
Lesson 1
CLEAN AND MAINTAIN KITCHEN TOOLS, AND, PREMISES
(2 WEEKS)

Objectives

At the end of the lesson, you are expected to:

1. Clean, sanitize and store kitchen tools and equipment;
2. Clean and sanitize kitchen premises.

Cleanliness is vital in every kitchen where food is prepared, cooked and served. In order to avoid food contamination, kitchen tools, equipment and other utensils used in the preparation of food as well as its premises should be cleaned and sanitized, and store properly after each use.

Pre – Test

A. Below are jumbled letters. Write the correct spelling opposite the scrambled letters. Write your answer on your test notebook.

1. AINSZTEI - _____
2. PENMEQUTI - _____
3. NGILCAEN - _____
4. CNKTIEH - _____
5. LCEHIMAC - _____
6. PERAETPIZ - _____
7. ELSHERIS - _____

B. Multiple Choice. Read the following statements carefully. Choose the letter that best describes the statement. Write your answer on your quiz notebook.

1. Which of the following is a material used for salad making and dessert that need great care to ensure long shelf life?

   A. glass
   B. aluminum
   C. cast iron
   D. stainless steel

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2. Which of the following appetizers are made out of thin slices of bread in different shapes?

   A. relish
   B. cocktail
   C. horse d' oeuvres
   D. canapé

3. Aling Tessie finds it hard to remove tough soils from the used pots and pans. It does not respond to the different cleaning agents that she has used. If you will help her, which of the following will you recommend that will surely solve her problem?

   A. abrasive
   B. acid cleaner
   C. detergent
   D. solvent cleaner

4. Small pieces or portions of highly seasoned food, usually served before a meal to induce and stimulate one's appetite.

   A. appetizer
   B. dessert
   C. hamburger
   D. salad dressing

5. Sherwin owns a restaurant. He is awake up to 12 midnight in order to supervise the business and sees to it that he has enough supply of materials the next day. This kind of character shows that he is:

   A. creative
   B. personalize
   C. motivated
   D. committed

6. Which of the following situations is good housekeeping practice best shown?

   A. Emptying the garbage can every other day.
   B. Using imported sanitizing and disinfecting materials
   C. Spraying air freshener before and after leaving the room.
   D. Planning and implementing a program of regular cleaning of fixtures, furniture and home appliances

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7. Which of the following knife is used for trimming and paring fruits and vegetables?

   A. butcher knife
   B. French knife
   C. paring knife
   D. shears

8. Which of the following appetizers are made of seafood or fruit, usually with a tart or tangy sauce?

   A. canapé
   B. cocktail
   C. relish
   D. salad

9. Your younger sister accidentally swallowed poison. What first aid treatment should you do?

   A. Read the label of the poisonous material.
   B. Remove anything remaining in the mouth.
   C. Give her a glass of water or any fruit juice.
   D. Give her a spoonful of sugar or any kind of sweets.

10. Which of the following is the proper order in washing the dishes?

    A. Utensils, chinaware, silverware, glassware
    B. Silverware, utensils, glassware, chinaware
    C. Chinaware, glassware, utensils, silverware
    D. Glassware, silverware, chinaware, utensils

11. Which of the following is the proper order/steps in cleaning kitchen premises?

    1. Rinse all surfaces with cold to hot water to remove thoroughly all remaining chemical solution and food soil residues
    2. Remove residual food soils from equipment surfaces
    3. Scrape and Pre-rinse
    4. Rinse all equipment surfaces sanitizing agent

    A. 4 3 2 1 B. 2 3 1 4 C. 3 2 1 4 D. 1 2 3 4

12. Which of the following should be practiced when using cutting board to reduce the spread of bacteria?

    A. Use the same chopping board for different kinds of food.
    B. Keep separate chopping board for your meat and your vegetables.
    C. Clean the chopping board if needed.
    D. Scrape chopping board before using.

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Learning Outcome 1

Clean, Sanitize and Store Kitchen Tools and Equipment

At the end of this lesson, you are expected to:

1. Recognize kitchen tools and equipment to be cleaned and sanitized;
2. Identify the chemicals to be utilized in cleaning and sanitizing kitchen tools and equipment;
3. Prepare cleaning agents in accordance with the manufacture's instruction/procedure;
4. Clean and sanitize kitchen tools and equipment; and
5. Store cleaned kitchen tools and equipment.

Cleaning and sanitizing kitchen tools and equipment must be part of the standard operating procedures that make up your food safety program. Improper cleaning and sanitizing kitchen surfaces allow harmful microorganisms to be transferred from one food to another.

The following are list of cooking materials, kitchen utensils and equipment that are commonly found in the kitchen.

Cooking Materials

Aluminum is mostly used in the kitchen and the most popular because it is lightweight, attractive and less expensive; It requires care to keep it shiny and clean; It also gives even heat distribution no matter what heat temperature you have. It is available in sheet or cast aluminum. Since it is a soft metal, the lighter gauges will dent and scratch easily, making the utensil unusable. Aluminum turns dark when used with alkalis, such as potatoes, beets, carrots and other vegetables. While acid vegetables like tomatoes will brighten it.

Stainless Steel is the most popular material used for tools and equipment, but it is more expensive. It is easier to clean and shine and will not wear out easily. Choose those with copper, aluminum or laminated steel bottoms to spread heat and keep the pot from getting heat dark spots. Stainless steel utensils maybe bought in many gauges, from light to heavy.

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Glass is used for salad making and dessert but not practical for top or surface cooking. Great care is needed to ensure for long shelf life.

How to take care of Glass?

1. To remove stain, use 2 table spoon of liquid bleach per cup of water when soaking and cleaning.
2. Use baking soda to remove grease crust and boiled vinegar as final rinse.
3. Use a nylon scrub.

Cast Iron is durable but must be kept oiled to avoid rusting. Salad oil with no salt or shortening can be rubbed inside and out and dried. Wash with soap (not detergent) before using.

Double boiler is used when temperature must be kept below boiling, such as for egg sauces, puddings; it is used to keep food warm without overcooking.

Teflon is a special coating applied inside aluminum or steel pots and pans. It prevents food from sticking to the pan.

It is easier to wash and clean, but be careful not to scratch the Teflon coating with sharp instrument such as knife or fork. Use a wooden or a plastic spatula to turn or mix food inside.

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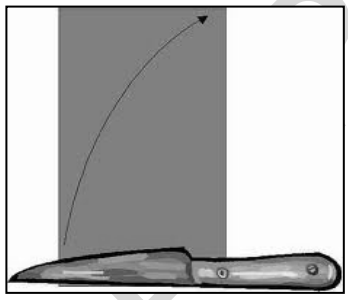
Kitchen Tools

Can opener is used to open food containers.

Colanders also called a vegetable strainer, are essential for various tasks from cleaning vegetables to straining pasta or contents.

Plastic and Hard Rubber are used for cutting and chopping. They are duller than knives. Plastics are greatly durable and cheap but may not last long.



Cutting boards are wooden or plastic board where meat, fruits and vegetables are cut.

Funnels – are used to fill jars, made of various sizes of stainless steel, aluminum, or of plastic.

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Garlic Press is a kitchen tool which is specifically designed for the purpose of pulping garlic.

Graters are used to grate, shred, slice and separate vegetables such as carrots, cabbage and cheese.

Kitchen shears They are practical for opening food packages, cutting tapes or strings or simply remove labels or tags from items. Other cutting tools such as box cutters are also handy for opening packages.

Potato masher is used for mashing cooked potatoes, turnips, carrots or other soft cooked vegetables.

Rotary egg beater is used for beating small amount of eggs or batter. The beater should be made of stainless steel.

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Scraper is a rubber or silicone tool used to blend or scrape the food from the bowl.

Serving spoons are small, shallow bowl on a handle used in preparing, serving, or eating food.

Serving tongs are used to grab and transfer food items, poultry or meat portions to a serving platter, hot deep fryer, and plate. They give you a better grip especially when used with a deep fryer, or a large stock pot or at the barbecue.

Spatula is used to level off ingredients when measuring and to spread frostings and sandwich fillings.

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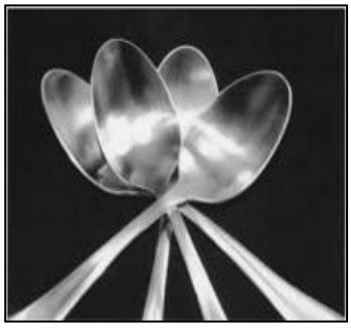

Spoons are solid, slotted, or perforated Which are made of stainless steel or plastic. The solid ones are used to spoon liquids over foods and to lift foods, including the liquid out of the pot.

Temperature scales are used to measure heat intensity. Different thermometers are used for different purposes in food preparation – for meat, candy or deep-fat frying and other small thermometers are hanged or stand in ovens or refrigerators to check the accuracy of the equipment's thermostat

Whisks are used for blending, mixing, whipping eggs or batter, and for blending gravies, sauces, and soups. The beaters are made of looped, steel piano wires which are twisted together to form the handle.

Wooden spoons are made of hard wood which are used for creaming, stirring, and mixing.

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Measuring Tools

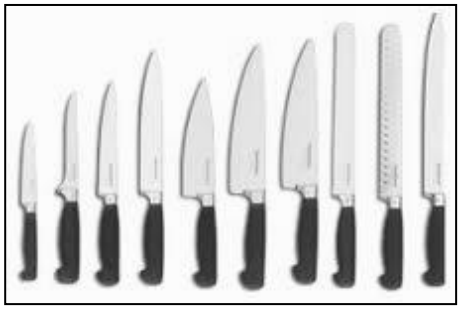
Measuring cup for liquid ingredients is commonly made up of heat-proof glass and transparent so that the liquid can be seen.

Household Scales are used to weigh large quantity of ingredients in kilos, commonly in rice, flour, sugar, legumes or vegetables and meat up to 25 pounds.

Kinds of knives according to use:

French knife is used to chop, dice, or mince food. Heavy knives have a saber or flat grind.

Fruit and salad knives are used to prepare vegetables, and fruits



Kitchen knives often referred to as cook's or chef's tools, used for all types of kitchen tasks such as peeling an onion, slicing carrots, carving a roast or turkey, etc.

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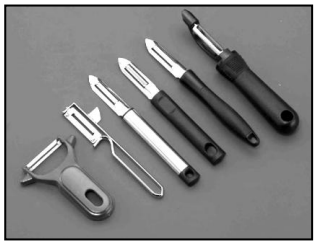
Citrus knife has a two-sided blade and serrated edge. It is used to section citrus fruits.

Paring knife is used to core, peel, and section fruits and vegetables. Blades are short, concave with hollow ground.



Vegetable peeler is used to scrape vegetables, such as carrots and potatoes, and to peel fruits. The best ones are made of stainless steel with sharp double blade that swivels.

Equipment

Equipment may refer to a small electrical appliance, such as a mixer, or a large, expensive, power-operated appliance such as ranges or a refrigerator.

Equipments like ranges, ovens, refrigerators (conventional, convectional and microwave) are mandatory pieces in the kitchen or in any food establishment.

Refrigerators/freezers are necessary in preventing bacterial infections from foods. Most refrigerators have special compartment for meat, fruits and vegetables to keep the moisture content of each type of food. Butter compartment hold butter separately to prevent food odors from spoiling its flavor. Basically, refrigerator or freezer is an insulated box, equipped with refrigeration unit and a control to maintain the proper inside temperature for food storage

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Oven is a chamber or compartment used for cooking, baking, heating, or drying.

Microwave ovens are used for cooking or heating food.

Blenders are used to chop, blend, mix, whip, puree, grate, and liquify all kinds of food. A blender is a very useful appliance. They vary in the amount of power (voltage/wattage).

Chemicals used in cleaning and sanitizing kitchen tools and equipment.

Cleaning is the process of removing food and other types of soil from a surface, such as a dish, glass, or cutting board. Cleaning is done with a cleaning agent that removes food, soil, or other substances. The right cleaning agent must be selected because not all cleaning agents can be used on food-contact surfaces. *(A food-contact surface is the surface of equipment or utensil that food normally comes into contact.)* For example, glass cleaners, some metal cleaners, and most bathroom cleaners cannot be used because they might leave an unsafe residue on the food contact surface. The label should indicate if the product can be used on a food contact surface. The right cleaning agent must also be selected to make cleaning easy

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Cleaning Compound

Detergents These are cleaning agents, solvents or any substance used to wash tablewares, surfaces, and equipments. Example: soap, soap powders, cleaners, acids, volatile solvents and abrasives.

Solvent Cleaners commonly referred to as degreasers, they are used on surfaces where grease has burned on. Ovens and grills are examples of areas that need frequent degreasing. These products are alkaline based and are formulated to dissolve grease.

Acid Cleaners used periodically in removing mineral deposits and other soils that detergents cannot eliminate such as scale in washing machines and steam tables, lime buildup on dishwashing machines and rust on shelving. (Example: phosphoric acid, nitric acid, etc.) These products vary depending on the specific purpose of the product.

Abrasives are generally used to remove heavy accumulations of soil that are difficult to remove with detergents, solvents and acids. These products must be carefully used to avoid damage to the surface being cleaned.

Other chemicals used for cleaning and/or sanitizing kitchen equipment and utensils are the following:

1. Ammonia
2. Dish washing liquid
3. Chlorine
4. Carbonic Acid
5. Timsen
6. Disinfectants and Soaps

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Review of Lesson 1 (Learning Outcome 1)
Below are pictures of chemicals used to clean and sanitize kitchen tools and equipment. Write your answers in your test notebook.

A. Name Me

1.

2.

3.

Are you ready to clean kitchen tools and equipment? Below are procedures on how to wash dishes.

Steps in Washing Dishes

1. **Wear** rubber gloves if you have dry hands or other skin problem. If you are wearing long sleeves, roll them up or put them under the gloves. Wear aprons too.

2. **Scrape** all the large pieces of food on the dishes and place it in a compost bin or garbage can.

3. **Stack** the dishes in the proper order namely: glassware, silverware, chinaware, and utensils. Stack them to the right of the sink so that work progresses from right to left.

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4. **Fill the sink with water** and add a considerable amount of detergent. The hotter the water, the better it's sanitizing and grease-cutting properties but use tolerable heat (66°C /150°F or above) so not to scald yourself. Use rubber gloves.

5. **Wash the lightest soiled items first.** Start with glasses, cups, and flatware. Soap each piece individually and rinse in hot water.

6. **Wash** plates, bowls, and serving dishes. Remember to scrape these items before washing. Soap each piece gently and individually and rinse in hot water. Remember to keep an eye when you should change the dish washing water.

7. **Wash pots and pans last.** Soak them first. Wash the pans thoroughly and don't forget to clean the bottoms. If anything was burnt or overcooked to pots or casserole dishes, put a little extra soap and water in it and let it stand while you wash the other dishes. Take note that any oil residue left will lead to burnt food during the next cooking session.

8. **Lay your dishes** out on a rack to air-dry or wipe them clean with a towel.

9. **There** should be no visible matter and no "greasy" feel. Run a hand over the dish to ensure that they are thoroughly cleaned. If there are still some grease remaining, consider rewashing the item.

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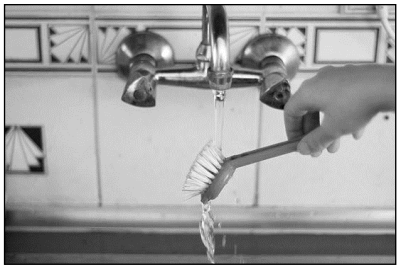

10. **Rinse out** brush, sponge and allow to dry. Sterilize your equipment often using boiling water with bleach. When a sponge or brush starts to smell unpleasant, throw it away.

11. **Wipe** down the sink and your tools, Wipe down the sink, dish drainer, and dishpan. Any rags, dish cloths or sponges need to be left out to air dry, or thrown into the washing machine. *Remember to replace sponge and rags frequently.*

Tips and warnings to observe in washing the dishes

- Wash glassware first before greasy pots and pans.
- Rubber gloves will protect hands and manicures, and allow you to use hotter water for washing and/or rinsing.
- Dishes may be hand dried with a clean cloth.
- Try adding a tablespoon of baking soda to soapy water to soften hands while cutting grease.
- Never dump sharp knives into soapy dishwater where they cannot be seen.
- Laundry detergents or automatic dishwater detergents should not be used for hand washing dishes.
- Keep dishwashing liquid out of the reach of children.

Additional Tips:

1. Dishes can be washed easily if you keep them under the water while scrubbing them for particles to lift away. Bring the dish out of the water to check for any missed spots.
2. Stacking a few dishes in the sink at a time allows dishes a few minutes of soaking time while you wash another dish.
3. Try drying pots and pans with a paper towel to reduce residue from the pan which causes staining the dishcloth.
4. Don’t soak aluminum while dishwashing for it may cause darkening.

Dish washing silverware can be tricky. Use a lint free cloth for drying silverware.

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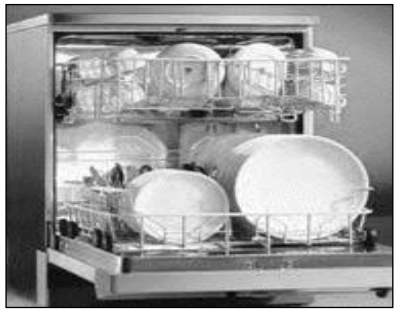
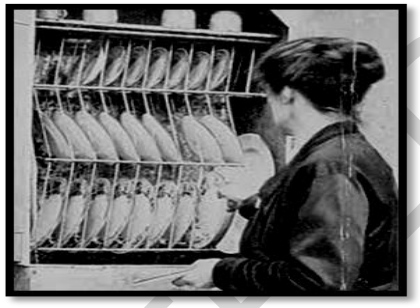
Washing with the Dishwasher Machine

Load it Up

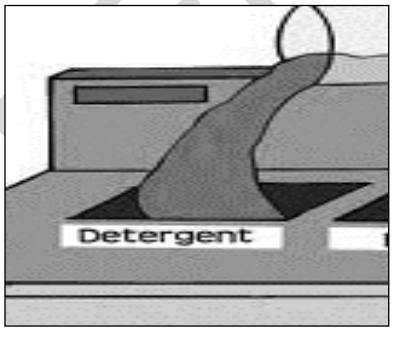


Fill your dishwasher logically. Establish a routine, and stick with it for most loads.

Things to consider: Many dishwashers have a variety of spacings to accommodate large bowls, small bowls, utensils, dishes, and plates of varying sizes—on the bottom shelf. The top shelf is given to shorter items such as glasses, mugs, jars, and long utensils such as spatulas and stirring spoons.



Don't crowd the dishes. Fill your dishwasher full, but not crammed—you'll maximize the cleaning capacity of your dishwasher and minimize excessive water usage.



Add detergent. Fill the detergent dispenser with cleanser either liquid or powder and close it up.

- You can add extra cleanser in a secondary cup should your dishes be excessively filthy.

- Add a rinsing agent to prevent spotting, if necessary.

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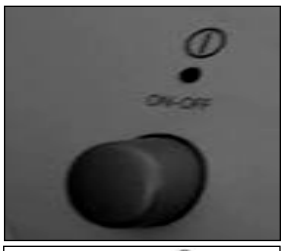

Turn it on. Set the timer as necessary. A shorter time for lightly-soiled dishes, or a longer time for heavily-soiled pots, pans, and dishes.

Dry the dishes. You can use a heated dry (but be careful of plastic dishes or containers), or use air drying. Dishes will still dry relatively quickly, as dishwasher water is usually heated to 140°F.

How to Clean, Remove Stains, Sanitize and Store:

The kitchen cutting board gets a lot of use and this means that it gets a lot of exposure to bacteria. Proper cleaning of the cutting board is essentials to your good health. Whether you use a wood or plastic cutting board, you should clean and sanitize it after use.

Clean the Cutting Board:

After you used the cutting board for slicing, dicing, or chopping all kinds of neat goodies, use a metal scraper or spatula to scrape away any remaining bits and pieces of food. Throw the scraps into the garbage disposal, garbage receptacle, or trash bin.

Scrub the board with hot, soapy water thoroughly. If your dishwasher reaches a temperature of at least 165°F, then you can probably place a high-density plastic cutting board into the dishwasher. Moreover, if your dishwasher has an antibacterial cycle, use it to wash the cutting board. Otherwise, scrub it by hand. Allow the board to air dry.

Removing Stains from the Cutting Board

To remove stains from the cutting board, you can use the following procedure: wet the stained area with water and sprinkle it with salt and allow the salt to melt undisturbed for twenty-four hours.

Rinse the salt from the cutting board with clean water. Using the salt and clean water, create a paste. Use a clean nylon scrubbing sponge or a

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clean toothbrush to scour or scrub the paste on the stained area of the cutting board. Rinse the area clean with fresh water. Repeat the procedure to guarantee that you have removed all of the stain. Rinse the board clean. Scrub the cutting board with hot, soapy water and rinse with clean water. Allow it to air dry.

Sanitizing the Cutting Board:

Plastic and wooden cutting boards can be sanitized using a diluted liquid chlorine bleach solution. For this solution, combine one teaspoon of bleach to one quart of water. Pour the solution onto the entire surface area of the board and allow it to sit undisturbed for several minutes. Rinse the board clean with water. Allow it to air dry or use a clean cloth to dry it.

If you prefer, you may use a vinegar solution in place of the bleach solution. Simply combine one part vinegar to five parts water. Use this solution in the same manner as the one explained for the bleach solution.

Storing the Cutting Board:

Once the cutting board has completely dried, store it vertically or in an upright position. This helps to avoid moisture from getting trapped underneath the board and the accumulation of dust or grime.

Methods of Cleaning Equipment:

Foam – You use this to increase the contact time of the chemical solutions to improve cleaning with less mechanical force.

Clean In Place (CIP) – It is utilized to clean the interior surfaces of tanks and pipelines of liquid process equipment. A chemical solution is circulated through a circuit of tanks and or lines then return to a central reservoir allowing the chemical solution to be reused. Time, temperature and mechanical force are manipulated to achieve maximum cleaning.

Clean Out of Place (COP) – is utilized to clean the parts of filters and parts of other equipment. This requires disassembly for proper cleaning. Parts

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removed for cleaning are placed in a circulation tank and cleaned using a heated chemical solution and agitation.

Mechanical – it normally involves the use of brush either by hand or a machine such as a floor scrubber. Mechanical cleaning uses friction for food soil removal.

Fundamental Cleaning Procedures

1. **Scrape and Pre-rinse** – soiled equipment surfaces are scraped and rinsed with warm water to remove loose food soils.
2. **Cleaning Cycle** – the removal of residual food soils from equipment surfaces is based on the manipulation of the four basic cleaning factors and the method of cleaning. Typically, alkaline chemical solutions are used for the cleaning cycle.
3. **Rinse** – rinse all surfaces with cold to hot water, depending on the temperature of the cleaning cycle, to thoroughly remove all remaining chemical solution and food soil residues.
4. **Acid Rinse** – a mild acid rinse of the equipment neutralizes any alkaline residues left and removes any mineral soil present.
5. **Sanitize** – all equipment surfaces are rinsed or flooded with a sanitizing agent. Both time and chemical concentration are critical for optimum results.

Factors that influence the cleaning process

- **Soil** – varying degrees of food soil will be deposited on the equipment during production. These food soils will require complete removal during the cleaning process and will affect the cleaning compound used, along with the method of cleaning.

- **Time** – the longer a cleaning solution remains in contact with the equipment surface, the greater the amount of food soil that is removed. More time in contact with the soil reduces the chemical concentration requirements.
- **Temperature** – soils are affected by temperature in varying degrees. In the presence of a cleaning solution most soils become more readily soluble as the temperature increases.

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- **Chemical concentrations** – it varies depending on the chemical itself, type of food soil, and the equipment to be cleaned. Concentration will normally be reduced as time and temperature are increased.

- **Mechanical force** – is as simple as hand scrubbing with a brush or as complex as turbulent flow and pressure inside a pipeline. This aids in soil removal and typically reduces time, temperature and concentration requirements.

- **Water** – minerals in hard water can reduce the effectiveness of some detergents or a sanitizers. Water pH ranges generally from pH5-8.5. However, highly acidic water may require additional buffering agents. Water used for cleaning and sanitizing must be potable and pathogen free.

Equipment Sanitation Procedures

1. Range

A. Remove all burnt sediments and wipe grease from top of range after each use
B. Scrape grease from curbs and openings hinges
C. When cool, wash top of range
D. Run oiled cloth over top of range
E. Clean oven by removing grates, scraping off food deposits, washing and drying
F. Keep burners clean. Gas burners can be soaked and scrubbed with stiff brush while electric burners should be cleaned with a brush or with a damp cloth

2. Dishwashing machine

A. Remove strainer pans; wash and stock outside machine until next use
B. Scrub inside frequently with stiff brush
C. Remove and clean the wash and rinse arms and fits daily to remove foreign particles
D. Wash tables and top of machine
E. Clean nozzles
F. Do a special periodic cleaning in hard water area

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3. Slicers

A. Clean immediately after using, especially after slicing vegetables and nuts
B. Remove all parts to clean
C. Dry and cover knives after cleaning with oil-damped cloth
D. Wash carriage slides thoroughly
E. Wipe outside with cloth
F. Clean table and pedestal under slicers
G. Replace guard after cleaning

4. **Refrigerator**

A. Wipe up spilled foods immediately
B. Wash inside shelves and trays at least twice a week with baking soda
C. Rinse and dry thoroughly
D. Flush drains weekly

5. Sink and Drains

1. Keep outlet screened at all times
2. Flush daily with 1 gal. of solution, made up of strong solution soda (4oz.to 2 gal. of water)
3. Clean and replace greased tray regularly
4. Use force pump if drain is slow
5. Replace washers immediately on leaking faucets

Time to check your understanding. Ready?
Review of Lesson 1 (Learning Outcome 1)

B. Test Yourself

Below is a list of competencies in cleaning and maintaining kitchen tools, equipment and kitchen premises. Check the number that corresponds to the extent of knowledge and skill learned. Write your answer in your test notebook**.**

1. Not Much
2. A Little
3. A Lot

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Competency	How much do I know about this?			How skilled am I in using/performing this?			How interested am I in learning more about this?		
	1	2	3	1	2	3	1	2	3
Tools and equipment used in the preparation of foods									
Use of chemicals in cleaning and sanitizing kitchen tools, equipment and working premises									
Clean and sanitize kitchen tools, equipment and premises									
Store kitchen tools and equipment in the designated place									
Kitchen premises to be cleaned									
Safety and first aid procedure									

Tell me a Story

Situation: Your mother assigned you the task to clean all the tools and kitchen utensils used in the preparation of food for lunch. In two or three paragraphs. Explain the different tasks to be fulfilled/accomplished. Write your answer in your test notebook.

Below is the rubric to guide you in assessing the tasks of cleaning and sanitizing kitchen tools and equipment.

CRITERIA	4	3	2	1
Clear	Exceptionally clear, easy to follow	Generally clear, able to follow	Lacks clarity, difficult to follow	Unclear, impossible to follow
Concise	The explanation posed and methods used are advanced.	The explanation posed and methods used are appropriate	The explanation posed and methods used are somewhat simple	The explanation posed and methods used are inadequate
Comprehensive	Thorough and comprehensive explanation	Substantial explanation	Partial or not comprehensive explanation	Misunderstanding or serious misconception on the explanation
Relevant	Highly relevant	Generally relevant	Somewhat relevant	Irrelevant

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Finally you've done the cleaning but ooops… not so fast because after cleaning the kitchen tools and equipment the next thing you will do is to sanitize them. How?

The following topics are the methods of sanitizing kitchen tools and equipment after cleaning them.

Sanitizing is done using heat, radiation, or chemicals. Heat and chemicals are commonly used as a method for sanitizing in a restaurant than radiation. The item to be sanitized must first be washed properly before it can be properly sanitized. Some chemical sanitizers, such as chlorine and iodine, react with food and soil and so will be less effective on a surface that has not been properly cleaned.

Methods of Sanitizing

1. **Thermal Sanitizing**. It involves the use of hot water or steam**.** There are three methods of using heat to sanitize surfaces – steam, hot water, and hot air. Hot water is the most common method used in restaurants. If hot water is used in the third compartment of a three-compartment sink, it must be at least 171°F (77°C). If a high-temperature ware washing machine is used to sanitize cleaned dishes, the final sanitizing rinse must be at least 180°F (82°C). For stationary rack, single temperature machines, it must be at least 165°F (74°C). Cleaned items must be exposed to these temperatures for at least 30 seconds.

2. **Chemicals.** Approved chemical sanitizers are chlorine, iodine, and quaternary ammonium. Different factors influence the effectiveness of chemical sanitizers. The three factors that must be considered are:

    a. **Concentration.** The presence of too little sanitizer will result in an inadequate reduction of harmful microorganisms. Too much can be toxic.
    b. **Temperature.** Generally, chemical sanitizers work best in water that is between 55°F (13°C) and 120°F (49°C).
    c. **Contact time.** In order for the sanitizer to kill harmful microorganisms, the cleaned item must be in contact with the sanitizer (either heat or approved chemical) for the recommended length of time

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Characteristics of ideal chemical sanitizer

- Approved for food contact surface application
- Have a wide range or scope of activity
- Destroys microorganisms rapidly
- Stable under all types of conditions
- Tolerate a broad range of environmental conditions
- Readily solubilizes and possesses some detergency
- Low in toxicity and corrosivity
- Inexpensive
- Heat sanitizing has several advantages over chemical sanitizing agents?
- can penetrate small cracks and crevices
- non-corrosive to metal surfaces
- non-selective to microbial groups
- leaves no residues
- easily measurable

Advantages and Disadvantages of Different Chemical Sanitizers

Chemical	Concentration	Contact Time	Advantage	Disadvantage
Chlorine	50ppm in water between 75% and 100%	7 seconds	Effective on a wide variety of bacteria; highly effective; not affected by hard water; generally inexpensive	Corrosive, irritating to the skin, effectiveness decreases with increasing pH of solution; deteriorates during storage and when exposed to light; dissipates rapidly; loses activity in the presence of organic matter
Iodine	12.5-25ppm in water that is at least 75°F	30 seconds	Forms brown color that indicates strength; not affected by hard water; less irritating to the skin than is chlorine; and activity not lost rapidly in the presence of the organic matter.	Effectiveness decreases greatly with an on crease in pH most active at pH 3.0; very low acting at pH 7.0); should not be used in water that is at 120°F or hotter; and might discolor equipment and surfaces

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Chemical	Concentration	Contact Time	Advantage	Disadvantage
Quaternary Ammonium Compounds	U to 200ppm in water that is at least 75°F	30 seconds	Non-toxic, odorless, colorless, non-corrosive, non-irritating; stable to heat and relatively stable in the presence of organic matter; active over a wide pH range	Slow destruction of some microorganisms; not compatible with some detergents and hard water.

C. Views of Ways

Watch a video presentation on how to sanitize kitchen tools and equipment and make a narrative report about what you have learned in the presentation. Be guided by the following questions:

1. What is the video presentation all about?
2. How are kitchen tools and equipment sanitized in the presentation?
3. Why is it important to sanitize kitchen tools and equipment?
4. Is there an appropriate application of safety measures in the presentation?

Your answer shall be assessed using the rubrics below

CRITERIA	4	3	2	1
Clear	Exceptionally clear, easy to follow	Generally clear, able to follow	Lacks clarity, difficult to follow	Unclear, impossible to follow
Concise	The explanation posed and methods used are advanced	The explanation posed and methods used are appropriate	The explanation posed and methods used are somewhat simple	The explanation posed and methods used are inadequate?
Comprehensive	Thorough and comprehensive explanation	Substantial explanation	Partial or not comprehensive explanation	Misunderstanding or serious misconception on the explanation
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Of course you will not just leave the cleaned and sanitized kitchen tools and equipment in a place that is exposed to dust and/or microbes, right? The next topic will give you the complete idea on proper storage of kitchen tools and equipment.

Proper Storage of Kitchen Tools and Equipment

Proper storage and handling of cleaned and sanitized equipment and utensils are very important to prevent recontamination prior to use.

Cleaned and sanitized equipment and utensils must be:

- Stored in clean storage areas; and
- Handled properly to minimize contamination of food contact surface:

9 Steps in Organizing Kitchen Cabinets

Pretend it has a glass door and that everyone is going to see what's inside.

1. Remove all the equipment and scrub shelves with soapy water.
2. Think about what you reach most often and make sure it gets a position that is easy to reach.
3. Take a cabinet full of glasses and line them up by color. Make sure all of the front are facing out and straight. (Jeff Lewis-Style)
4. Take a step back after one shelf is done and make someone else look at what you have done.
5. They should be stored in a clean dry place adequately protected against vermin and other sources of contamination.
6. Cups, bowls, and glasses must be inverted for storage.
7. When not stored in closed cupboards or lockers, utensils and containers must be covered or inverted whenever possible. Utensils must be stored on the bottom shelves of open cabinets below the working top level.
8. Racks, trays and shelves must be made of materials that are imperious, corrosive-resistant, non-toxic, smooth, durable and resistant to chipping.

Drawers must be made of the same materials and kept clean. Full-lined drawers are not acceptable, but the use of clean and removable towels for lining drawers is acceptable.

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D. Fill Me In

Below are some of the kitchen tools and equipment. In column A, draw a smiling face ☺ if you are familiar with the materials and a sad face ☹ if you are not. In column B, put a check ✓ if you have experienced cleaning, sanitizing, and storing the given kitchen tools and equipment, and an **X** if no experience.

Kitchen Tools and Equipment's	Column A	Column B
	I know	I can clean, sanitize and store
1. Pots and pans		
2. Silverware		
3. Chinaware		
4. Range		
5. Refrigerator		

F. Think and be enlightened

Test your understanding by answering the following questions in your test notebook:

1. Why is it important to clean, sanitize, and store equipment properly?
2. Discuss procedure involved in manual and mechanical dishwashing.
3. Explain good housekeeping practices that must be observed to maintain cleanliness and sanitation.

Your answer shall be assessed using the rubrics below.

CRITERIA	4	3	2	1
Clear	Exceptionally clear, easy to follow	Generally clear, able to follow	Lacks clarity, difficult to follow	Unclear, impossible to follow
Concise	The explanation posed and methods used are advanced.	The explanation posed and methods used are appropriate.	The explanation posed and methods used are somewhat simple.	The explanation posed and methods used are inadequate?
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G. Skills Trial

Situation: You were tasked to help the cook in the canteen in the preparation and cooking of foods particularly in cleaning, sanitizing and storing of the tools and equipment after using them.

Materials Needed:

- Dish soap
- Hot water
- Double sink or dishpan
- Dishcloths, scrubbers, sponges, steel wool
- Dish rack for drying
- Lint-free cloth for silverware
- Paper towels to dry pots and pans

Your performance will be rated using the following rubric:

Dimension	P E R F O R M A N C E L E V E L					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understanding of the step- by-step procedure	Manifests clear understanding of the step- by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step- by-step procedure seeking clarification most of the time	No attempt	
	Works independently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4.Completeness of Task	Task is completed following the procedures in the activity improvement/ innovations	Task is completed following the procedures in the project plan	Task is nearly completed following the procedures in the project plan	Task is started but not completed following the procedures in the project plan	No attempt	

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Dimension	P E R F O R M A N C E L E V E L					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
5. Time management	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./hours/ days) beyond	Work completed ___(mins./hours/d ays) beyond	No attempt	
TOTAL POINTS						

Congratulations you have successfully cleaned, sanitized, and stored kitchen tools and equipment. This time, your focus will be on cleaning and sanitizing kitchen premises.

Learning Outcome 2
Clean and Sanitize Kitchen Premises

The lesson deals with the various types of chemicals and equipment for cleaning and sanitizing premises and first aid procedure for accidents caused by chemicals. Specifically after this module you will be able to:

A. Recognize kitchen premises to be cleaned and sanitized;
B. Classify and describe the uses of cleaning agents;
C. Clean the kitchen area in accordance with food safety and occupational health regulations;
D. Use cleaning agents in sanitizing kitchen premises;
E. Follow safety and first aid procedures.

Cleaning your kitchen's working premises regularly is important to keep it look its best and make it free from germs and bacteria that usually accumulate in the kitchen area during food preparations. Several surfaces around the kitchen such as walls, floors, shelves and other surfaces must always be cleaned and sanitized safely using the proper materials to reduce environmental deficiencies.

Types of Sanitizers and Disinfectants

There are various types of chemicals use for sanitizing and disinfecting equipment, and first aid procedures for accidents caused by chemicals.

1. Chemical
    A. chlorine
    B. carbolic acid
    C. ammonia
    D. detergents

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E. dishwashing liquid
F. timsen
G. soap
H. alcohol
I. boric acid

2. Heat Sanitizer
   A. Hot water
   B. Steam
   C. Dry heat
   D. UV light (ultraviolet light)
   E. Filtration

Procedure for disinfecting premises

A. Preliminary cleaning is required.
B. Apply solution to hand, non-porous surface thoroughly wetting it with cloth, mop, and sponge. Treated surface must remain wet for 10 minutes. Wipe with dry cloth.
C. Sponge on mop or allow to air dry.
D. Use a spray device for spray application Spray 6-8 inches from the surface, rub with a brush, sponge or cloth. Avoid inhaling sprays.
E. Rinse all surfaces that come in contact with food such as exterior of appliances, tables and stove top with potable water before rinse.

First aid procedure caused by chemical poisoning.
What to do?

- If the person has been exposed to poisonous fumes, such as carbon monoxide, get him or her into fresh air immediately.
- If the person swallowed the poison, remove anything remaining in the mouth.

- If the suspected poison is a household cleaner or other chemical, read the label and follow instructions for accident poisoning. If the product is toxic, the label will likely advise you to call the hospital/doctor.
- Follow treatment directions given by poison centers.
- If the poison is spilled on the person's clothing, remove the clothing and pour the body with continuous tap water.

Ref: First Aid, Fourth Edition, American College of Emergency Physicians

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Precaution: Don't administer Ipecac syrup (a medicine that causes vomiting used to partially empty a person's stomach after a poison).

The total facility cleaning and maintenance program of a food service department must be planned to reflect concern for sanitation as "a way of life". Facility sanitation results can be obtained through:

- Establishing high standards
- Rigid scheduling of assignments that are clearly understood by workers
- Ongoing training
- Proper use of cleaning supplies
- Provision of proper materials and equipments to accomplish tasks, and
- Frequent meaningful inspections and performance reviews

Regular cleaning of counter tops and floors needs to be done daily and is usually assigned as part of the your regular daily duties. Other cleaning tasks that need to be done less frequently must be scheduled and assigned as needed for instance, daily, weekly, monthly. General cleaning of floors, windows, walls and certain equipment should be assigned to personnel and it is often done in cooperation with the housekeeping and maintenance departments of the organizations.

Each of the duties on the assignment list must be explained in detail on a written work sheet or *"job breakdown"* for the employee to follow. Job breakdown includes name of the task, tools and equipment and materials to be used, and a step by step list of what to do and how to do it.

All food contact equipments, containers and utensils must be cleaned thoroughly after each use. This is especially true of meat grinders, slicers, cutting boards, knives, mixers, peelers, dishwashing machines and stationary can openers in order to prevent any cross-contamination.

How to Keep Your Kitchen Clean and Safe

Although they are not visible threats, the many micro-organisms waiting in your kitchen can infect your cooking and eating, and consequently have a negative effect on your health. Food poisoning and diarrhea are just some conditions which might be caused by preparing food in a dirty, germ-infested kitchen. In order to prevent these, you need to make sure that your kitchen is kept clean and safe from bacteria and other germs.

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Here are ways to ensure the cleanliness of your kitchen and keep bacteria at bay.

1. **Remove unnecessary clutter from surfaces**. Discard appliances and gadgets that you don't use any more, as unused appliances would only tend to gather dust. Be sure that any appliances which are still maintained and used are stored in a safe place that is out of reach of children.

2. **Keep your refrigerator clean and tidy**. Before you do your weekly shopping, remove old and rotten food and clean shelves and racks. Look at expiration dates and be sure to label any containers of homemade food or leftovers. Don't make a habit of keeping food for too long in the fridge; rotten food will breed bacteria, and may even contaminate fresh food that is kept in the same area.

3. **Use a rubbish bin with a lid to keep odors out that attracts flies and other insects**. Empty it as soon as it smells, even if it is not yet full. You should ideally do this every day.

4. **Wash and disinfect your rubbish bin once a week**. This will ensure that any germs which might have remained even after you emptied out the rubbish will die and cannot multiply. Also, this will remove any foul smells which might be emanating from the trash bin.

5. **Use separate chopping boards for different kinds of food**. Keep separate chopping boards for your meat and your vegetables to reduce the spread of bacteria. Clean the meat chopping board extra carefully, especially after cutting chicken, as raw food has a higher tendency of containing bacteria.

6. **Change the dishcloth you wipe surfaces with every day**. Use a different cloth for surfaces than for dishes. Wash the cloth with hot water and, as appropriate, bleach. Use separate towels for hands and dishes, and change both of those regularly, too.

7. **Use a paper towel for any mess that is particularly likely to cause contamination, such as raw meat or eggs, and anything that has fallen on the floor**. It is better to use cleaning material that you can easily throw out after and prevent from contaminating other food, instead of using towels or sponges which you would still be likely to use again afterwards.

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8. **Keep kitchen floors free from debris and grease by sweeping and washing regularly**. If something has spilled, make sure to mop it right away instead of letting the mess stay there. Aside from making sure that germs do not use the spillage as a breeding ground, immediate mopping would also prevent unwanted accidents such as slipping from occurring.

9. **Don't leave dirty crockery and pans to fester where they can attract harmful bacteria**. Wash dishes with hot water and soap as soon as you're done using them.

10. **Wash surfaces that get touched**. Periodically wipe doorknobs, handles, buttons and controls, and light switches in and around your kitchen with cleaning agents. Even if they seem clean to the naked eye, they may already be harboring bacteria.

11. **Wash your hands before handling food** and again if you sneeze or cough, blow your nose, go to the bathroom, or touch high-use surfaces.

Safety measures

The following are safety measures that you should do when using cleaning agents:

1. Ensure adequate ventilation
2. Have knowledge of basic first aid
3. Wear cotton clothing to cover your limbs and other parts of your body that might be exposed to the cleaning agent.
4. Wear suitable footwear–it should be closed in and have a steel toe
5. Wear industrial strength, thick plastic or rubber gloves
6. Wear protective eye and face wear

Can you think of any more safety measures?

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Storage and security of chemicals

The following are recommendations for the storage and security of chemicals and cleaning agents:

1. Keep them in a separate area, away from food and other products
2. Keep on lower shelves to prevent accidents and to keep chemicals from falling into food products
3. Store in a cool, well-lit and well ventilated room
4. Do not store near heat
5. Do not keep punctured aerosol cans
6. Store chemicals with lids tightly on
7. Make sure chemicals and other cleaning agents are clearly labelled, specifying their content and use
8. Ensure that the use by date or manufactured date is clearly readable
9. Storage containers should be free of corrosion and moisture
10. The storage area should be kept secure and locked when not in use
11. Always store chemicals in designated container
12. Do not mix chemicals

How many more can you think of?

A Reminder!

When you accidentally splashed a liquid detergent in your classmate's eye, you should let a running water flow in your classmate's affected eye or use an eye wash for at least 15 minutes. Then cover the eye with a light gauze eye patch. Bring the person to an eye doctor for check-up.

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Review of Lesson 1 (Learning Outcome 2)

A. Create and Post

Make a slogan on proper cleaning and sanitizing kitchen tools, utensils, equipment's and working premises using oslo paper, coloring materials, pencil, white board marker, and ruler.

Your slogan will be rated using the scoring rubric below

SCORE	CRITERIA
5	Creatively and neatly done showing much relevance to the given topic
4	Creatively done and neat enough with relevance to the given topic
3	Creatively done and neat enough but no relevance to the given topic
2	Simply done and neat enough but not so relevant to the given topic
1	Poorly done with erasures and irrelevant to the given topic

B. Skills Trial

Situation: You were tasked to help the cook in the school canteen in the cleaning and sanitizing kitchen premises after preparation and cooking of foods. Demonstrate in class using the provided materials.

Materials Needed

- Dish soap
- Hot water
- Double sink or dishpan
- Dishcloths, scrubbers, sponges, steel wool.
- Dish rack for drying.
- Lint-free cloth
- Paper towels

Your performance will be rated using the following rubric:

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Dimension	PERFORMANCE LEVEL					
	Excellent (4 pts)	***Very Satisfactory (3 pts.)***	***Satisfactory (2 pts)***	***Needs Improvement (1 pts)***	***No attempt (0 pts)***	***Points Earned***
1. Use of tools, equipment and materials	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understand ding of the step- by-step procedure	Manifests clear understand ding of the step- by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step- by-step procedure seeking clarification most of the time	No attempt	
	Works indepen dently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independent ly but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4. Complete ness of Task	Task is completed following the procedures in the activity improvement/ innovations	Task is completed following the procedures in the project plan	Task is nearly completed following the procedures in the project plan	Task is started but not completed following the procedures in the project plan	No attempt	
5. Time management	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./hour s/days) beyond	Work completed ___(mins./hours/ days) beyond	No attempt	
TOTAL POINTS						

It's a great start you were able to demonstrate understanding of the knowledge, skills and attitudes required in cleaning and maintaining kitchen tools, equipment and working premises.

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Lesson 2
PREPARE APPETIZERS (8 WEEKS)

This module deals with the skills and knowledge required in preparing and presenting appetizers.

Upon completion of this module you should be able to:

1. Identify the origin of appetizer;
2. Perform Mise en place;
3. Prepare a range of appetizers;
4. Present a range of appetizers; and
5. Store appetizers.

History of Appetizer

Appetizers were originally introduced by the Athenians as a buffet in the early third century B.C. They would serve sea urchins, cockles, sturgeon, and garlic. However they were unpopular to start as these tiny meals weren't followed up with a main course, leaving everyone hungry and wanting more. It wasn't until the nineteenth century that appetizers truly caught on, as meals evolved into more of a structured ordeal.

Aperitifs came about by the Romans and were classified as a liquid appetizer that typically contained alcohol. In addition to inciting hunger like food appetizers, the purposes for aperitifs were also meant to help with the imminent digestion process. These drinks would be shared from a single glass and passed around the table to all members of the eating party. Aperitifs are still utilized today, typically with the company of food appetizers.

The word itself, "appetizer," as being used in America and England in the1860s, is more of a local flavor than "hors d'oeuvres." For a time, appetizers are served between the main course and dessert as a refresher, but by the twentieth century they had taken their place as a precursor to the main course.

On the other hand it is said that appetizers are the dishes that can truly be considered Filipino because we are best known for using our hands to eat the small finger foods that come with the first course. Appetizers can include anything from fish to meat, nuts and chips. They are often served before dinner or at large family lunches.

This lesson deals with the equipment used in the production of appetizers, classifications of appetizers, identification of ingredients used for

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appetizers, preparation and presentation of appetizers attractively according to enterprise standards.

Learning Outcome 1
Perform Mise en Place

Objectives

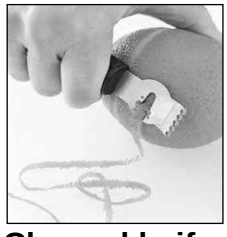
After learning the content of this lesson, you will be able to:

1. Identify tools and equipment needed in the preparation of appetizers;
2. Clean, sanitize and prepare tools and equipment based on the required tasks;
3. Classify appetizers according to ingredients; and
4. Identify ingredients according to the given recipe.

Mise' En Place is a French term which means "set in place" that is you have everything ready to cook and in its place. You should be able to identify and prepare all the needed tools and equipment as well as all the ingredients to make the preparation and cooking easily.

The following are the tools and equipment needed in preparing appetize

Kitchen Tools and Equipment

Ball Cutter – sharp edged scoop for cutting out balls of fruits and vegetables	**Rubber spatula –** used to scrape off contents of bowls	 **Channel knife –** small hand tool in making garnishes	**Spatula –** used for manipulating foods like spreading

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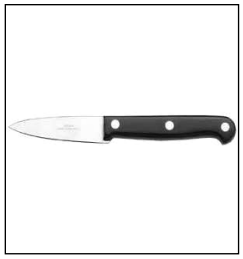
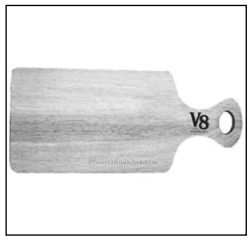
Wire Whip – used for mixing thinner liquids.	**Zester** – used to remove zest or citrus peels in thin strips.	**French knife –** for chopping, slicing and dicing	 **Paring knife –** used for trimming and paring fruits and vegetables.
Butter curler – used for making butter curls.	 Cutting board – board for cutting fruits and vegetables	Kitchen shear – cutting device for ingredients like scissors	Potato Masher – designed to press potato and cooked vegetables

	Chiller – for keeping cold foods chilled for service		**Oven –** for baking

Other Tools and Equipment used in Preparing Appetizers

1. Measuring spoons are used for measuring dry and liquid ingredients in small quantity.
2. Measuring cups are used to measure dry ingredients. They come in various sizes and volumes.
3. Glass measuring cup is usually transparent. It is smooth in the inside with the graduation mark on the outside to read. This is used for measuring liquid ingredients like water and oil.

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4. Mixing bowls containers with smooth, rounded interior surfaces with no creases to retain some mixture.
5. Mixing spoon is used for mixing ingredients. It is made of wood in different sizes and different length of the handle.
6. Paring knife is used to remove the skin covering of fruit and vegetables.
7. Fork is used to combine ingredients.
8. Container of different sizes and shapes.
9. Cooking range/stove
10. Refrigerator
11. Strainer/colander

Review of Lesson 2 (Learning Outcome 1)

A. Pick and Tell

Strips of papers with the names of the following tools and equipment below will be placed in a glass bowl.

Each student will be asked to pick one and explain the uses in the preparation of appetizer. Write you answer in your test notebook.

1. Cutting board
2. Paring knife
3. Spatula
4. Ball cutter
5. Wire whip
6. Rubber scraper
7. Zester
8. Chiller
9. Oven
10. French knife

Your answers will be rated using the scoring rubric below.

CRITERIA	4	3	2	1
Clear	Exceptionally clear, easy to follow	Generally clear, able to follow	Lacks clarity, difficult to follow	Unclear, impossible to follow
Concise	The explanation posed and methods used are advanced.	The explanation posed and methods used are appropriate	The explanation posed and methods used are somewhat simple.	The explanation posed and methods used are inadequate.

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CRITERIA	4	3	2	1
Comprehensive	Thorough and comprehensive explanation	Substantial explanation	Partial or not comprehensive Explanation	Misunderstanding or serious misconception on the explanation
Relevant	Highly relevant	Generally relevant	Somewhat relevant	Irrelevant

After the warm-up activity proceed to the next topic about appetizers.

Appetizers are foods which stimulate the appetite, through their attractive appearance, fragrance or appealing flavor. It is a small piece or a portion of highly seasoned food, usually served before a meal to induce and stimulate one's appetite. It gives appreciation to the food we eat.

A good appetizer, whether hot or cold should be light and served in small quantities, Fresh vegetable and salads, fruits, or meat or even fish can be made into appetizers.

Classification of Appetizers:

1. **Cocktails** are usually juices of orange, pineapple, grapefruit or tomatoes served with cold salad dressings. It may be in the form of a fruit or vegetable juice mixed with little alcoholic beverage or seafood like shrimps, crabs, or lobsters served with slightly seasoned sauce.
2. **Hors D' Oeuvres** refers to small portions of highly seasoned foods. It is a combination of canapés, olives, stuffed celery, pickled radishes, and fish. It is served on individual plate when guests are seated. Sometimes this is simply placed on a platter and passed around. Hors d'oeuvres are served cold or hot.
3. **Canapés** are made out of thin slices of bread in different shapes. The bread may be toasted, sautéed in butter or dipped in a well-seasoned mixture of egg, cheese, fish, or meat then deep-fat fried. It is a finger food consisting of three parts: a base, a spread or topping and garnish. They could be served hot or cold. There are no set recipes for the making of canapés. You may create your own combination of several different colored items on the cut pieces of bread, toasted or fried and biscuits etc. The larger canapés are termed as **ZAKUSKIS after the Chef Zakuski.**
4. **Relishes/Crudités** are pickled item which are raw, crisp vegetables such as julienne carrots or celery sticks. Relishes are generally placed before the guest in a slightly, deep, boat shape dish.

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5. **Petite Salads** are small portions of salads and usually display the characteristics found in most salads.
6. **Chips and Dips** are popular accompaniments to potato chips, crackers, and raw vegetables. Proper consistency in the preparation is important for many dip. It must not be so thick that it cannot be scooped up without breaking the chip or crackers, but it must be thick enough to stick to the items used as dippers.
7. **Fresh Fruits and Vegetables** are the simplest appetizers. Fruits are good appetizers because they give an attractive appearance, fragrance, appealing taste and delicious flavor. For example, you could serve a platter of thinly sliced cucumbers, chunks of red bell pepper and baby carrots. For a fruit tray, consider serving red and green grapes, as well as chunks of mango with toothpicks inserted in them. Since appetizers are always easy to pick up with the fingers, they should never be drippy or messy.
8. **Finger foods** are variety of appetizers wherein the only requirement is that you keep everything small enough to be picked up with the fingers and eaten with little mess. If you want to serve your favorite homemade sausages, cut them into small pieces, wrap them with a small piece of pastry shell and bake. Or, serve your favorite baked sweet potato fries with a mayonnaise-based dipping sauce. Individual quiches filled with ham and cheese is another good option.

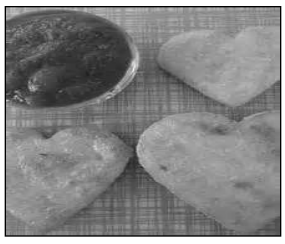
The following are examples of appetizers including the materials/ ingredients on how to prepare Canapés

Canapés – bite-size open faced sandwiches consist of tiny portions of food presented on bases of bread, toast, or pastry easily handled and eaten.

Canapés Consists of Three Parts

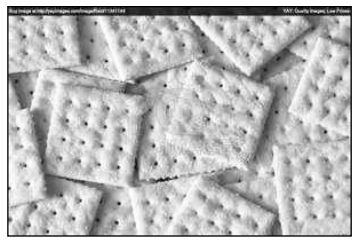
1. **Base –** holds the spread and garnish. Crackers and toasts are firmer and give a pleasing texture and crispness to the canapé.

Suggestions for canapé bases are:



Bread cutouts

Toast cutouts



Crackers

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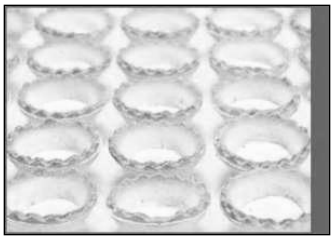
Melba toast



Tiny unsweetened pastry shells

Tortilla Chips

Cups Biscuits

Tiny biscuits

Polenta cutouts

Miniature pancakes

2. **Spread -** placed on top of the base so the garnish sticks to it without falling off.

Three types of spreads

a) **Flavored butter** – made from softened butters with flavorings.

b) **Flavored Cream Cheese** -made from flavored butters, except cream cheese is substituted for the butter. Mixture of cream and butter can be used.

c) **Meat or Fish salad spreads** – made from finely chopped meat or fish that are spreadable. Seasons should be checked carefully to make the spread more stimulating to the appetite.

3. **Garnish** – any food item or combination of items placed on top of the spread which usually gives color, design, and texture or flavor accent to the canapé.

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Food Items Used to Decorate Canapés

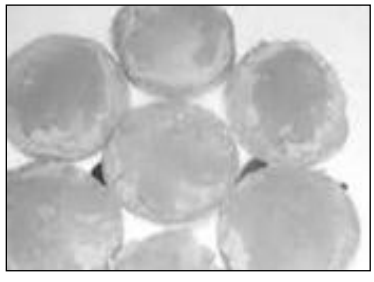
A. **Vegetables, pickles and relishes**

Radish Slices
Pickled Onions
Chutney
Parley
Tomatoes
Olives
Pickles
Asparagus Tips
Cucumber Slices
Pimiento

B. **Fish**
Smoked Fish
Smoked Salmon
Shrimp
Caviar
Shrimp
Tuna Flakes
Sardines Lobster / Chunks or slices

C. **Meats**

Turkey
Ham
Salami
Roast Beef
Chicken



D. Cheese, hard cooked egg slices

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Guidelines for Assembling Canapés

Good mise en place is essential. In making canapés especially for large functions, all bases, spreads and garnishes must be prepared ahead of time so that final assembly may go quickly and smoothly.

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Assemble as close as possible to serving time. Bases quickly become soggy, and spreads and garnishes dry out easily. After placing them in a tray, cover them lightly with plastic and held for a short time under refrigeration. Safe food handling and storage must be observed.

Select harmonious flavor combinations in spreads and garnish such as:

A. Mustard and ham
B. Lemon butter and caviar
C. Pimiento cream cheese and sardines
D. Tuna salad and capers
E. Anchovy butter, hard cooked egg slice and olive

Make sure that at least one of the ingredients is spicy in flavor. A bland canapé has little value as an appetizer.

Use high quality ingredients. Leftovers can be used for canapés, but they must be carefully handled and stored to retain freshness.

Keep it simple. Simple meat arrangements are more attractive than extravagant one. Be sure that canapés hold together and do not fall apart in the customers hands.

Arrange canapés carefully and attractively on trays. Each tray should carry an assortment of flavor and textures, so there is something for every taste.

Cocktails

Cocktail appetizers are made of seafood or fruit, usually with a tart or tangy sauce. These appetizers are always served chilled, often on a bed of crushed ice.

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Kinds of Cocktail Appetizers

1.Oyster and Clams on the half shell

2. Shrimp

3.Crab

4.Lobster

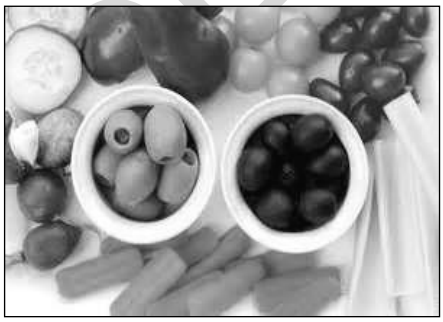
5.Fruits

6. Firm flaked white fish

Relishes

- Relishes are raw or pickled vegetables cut into attractive shapes served as appetizer.
- Relishes include two categories:

1. Raw vegetables with dips - These are known as crudités (croo dee tays). Cru in French means “raw”. Common bite size, cut raw vegetables served with dips are:



Celery
Radish
Green and Red Pepper
Zucchini
Cucumber
Cauliflower
Broccoli Florets
Broccoli Stems

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2. Dips – accompaniment to raw vegetables, and sometime potato chips and crackers. Any mixture of spreads can be used as dips. Proper consistency is important to any dip. It must not be so thick that it cannot be scooped up without breaking the cracker. It must be thick enough to stick to the items used as dippers. Thin or soften them by adding mayonnaise, cream or other appropriate liquid. Sauces and salad dressings can be used as dips.

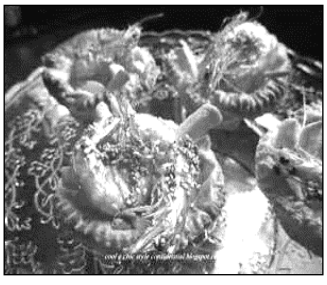
3. Pickled items. Includes variety of items like cucumber pickles, olives, watermelon pickles, pickled peppers, spiced beets, and other preserved fruits and vegetables.

Miscellaneous hors d 'oeuvres

These are variety of food both hot and cold served as appetizers. The serving is smaller in unit size or portion size that can be eaten with forks from small plates or with fingers.

1**. Antipasto - Italian Appetizer. This includes the following:**

a. **Cured meats** – Salami, prosciutto, bologna, boiled ham



b. **Seafood items –** Canned items like sardines, anchovies, and tuna

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c. **Cheeses** – provolone, mozzarella

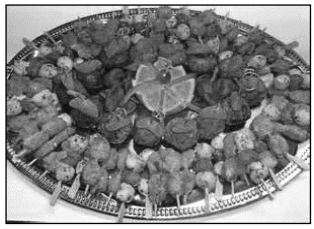
d. Hard cooked egg and stuffed eggs

e. Relishes – raw vegetables

f. Mushrooms and other vegetables

2. Bruschetta - slice of Italian bread that is toasted, rubbed with brushed garlic, and drizzled with olive oil, served with toppings like canapés.

3. Tapas - a small food item intended to be eaten with wine or other drinks usually in bars. They are served in a small portion intended to be eaten immediately.



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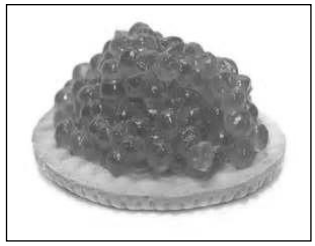
4. Caviar – salted roe, or eggs, of the sturgeon. Any product labeled caviar must come from sturgeon. Roe from any other fish must be labeled as such (white fish caviar)



5. Amuse Bouche (ah mews boosh) – a tiny appetizer or hors d' oeuvres offered to guest seated at their tables either before or after they have ordered from the menu. It is an opportunity to showcase an aspect of the chef's cooking style and talent and to welcome the guest.

Anything that can be served in a tiny portion can be served as an amuse bouche like salads, soups, and little portions of meat, fish or vegetables with the few drops of sauce and garnish. The chefs don't use a separate category of recipe for these items but just give a different presentation, garnish or sauce.

B. Detect and Write

A. Identification. Read the statement carefully and write the correct word that describes the statement. Write your answer in your test notebook.

_____1. Butter, cream or finely chopped meat or fish placed on top of canapé base
_____2. Holds spreads and garnish for canapés
_____3. Adds color, design, texture and flavor to canapé
_____4. Small open- faced sandwiches served as appetizer
_____5. Serving size of canapés

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B. Take Me In

Classification. Classify the following ingredients listed below according to the parts of canapés. Write each ingredient in the box provided for. Write your answer in your test notebook.

Radish slices	Toast cutouts	Asparagus tips
Bread cutouts	Crackers	Tomatoes
Butter	Polenta cutouts	Cucumber slices
Fish	Cheese	Miniature pancakes
Tiny biscuits	Pickled onions	Meat

Canapé base	**Canapé** spread	**Canapé** garnish
1	2	3

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Learning Outcome 2
Prepare a Range of Appetizers

At the end of this lesson, you are expected to:

1. Differentiate hot and cold appetizers;
2. Prepare a variety of appetizers; and
3. Follow workplace safety procedures.

Preparation of appetizers require knowledge and skills in preparing of the different recipes.This lesson provides you different recipes in preparing appetizers for your guidance and reference.

Hot and Cold Appetizers

Hors d'oeuvres are often served preceding a meal; they are served as the food at cocktail parties involving alcoholic beverages.

a. Hot *Hors d'oeuvres* are served between the soup and fish course. In today's shortened menus, they are often served instead of hot entrée. The size and richness depend upon the composition of menu. Many hot hors d'oeuvres are suited for serving a small ala carte dishes, and usually described as hot dish.

b. Cold *hors d'oeuvres* should stimulate appetite, and therefore should always be served at the first course in the menu. There are five types of cold hors d'oeuvres and they are served as follows:
   - Plate of *Hors d'oeuvres* may consist of shrimps, smoked beef, poached egg, Spanish sardines and lettuce, sauce can be served at the side
   - Grison Platter may consist of two kinds of cold meat, such as ham, smoked beef, peppered ham. Sauce can be served at the side.
   - *Hors d'oeuvres* Platter. A well-presented platter with a limited choice of simple or more expensive foods. The basic rules is "small quantity, but big in quality" and at the same time attractively served. It may consists of shrimps with jelly, asparagus tip with mushrooms, sardines with onion rings, tomatoes stuffed with salad and chicken loaf.
   - Assorted *hors d'oeuvres* can be served in special portioned platters with dishes or even from a serving cart.
   - Rich *hors d'oeuvres* - still a classical form of presentation. Lobster should always be included. The hors d'oeuvres dish system in conjunction with a silver platter can be used, but it is also possible to arrange the center pieces

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on a silver platter covered with meat jelly and served with accompaniments in a small separate bowls or container.

Recipes of Appetizers

Salmon and Cucumber Bites
Purpose: To prepare salmon and cucumber bites

Tools/Equipment Needed:

- Chopping board
- Spatula
- Bread knife
- Mixing bowl

Ingredients Needed:

1 (12-inch) cucumber
1 teaspoon freshly grated lemon zest
2 teaspoons fresh lemon juice
4 ounces crème
1/8 teaspoon pepper
4 ounces pre-packaged smoked salmon, cut into inch-long strips
2 teaspoons fresh dill, chopped, for garnish

Steps/Procedure:

- Peel and slice cucumber into 1/4-inch slices.
- In a bowl, mix lemon zest, lemon juice, crème, and pepper.
- To assemble, top a cucumber slice with a strip of salmon, a dollop (about
- 1/2 tsp) of crème mixture.
- Garnish with dill.

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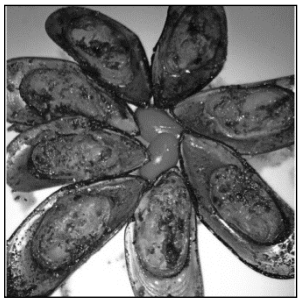
Preparing hors d' oeuvre cocktails and relishes



To prepare hors d' oeuvre cocktails and relishes.
Tools/Equipment Needed:

- Knife
- Chopping board
- Gloves

Materials/ingredients needed:

- Oysters or Shrimps or Fruits
- Dips
- Herbs
- Sugar/Syrup
- Ice, Lemon

Steps/Procedure:

Oyster and clams cocktails

1. Open fresh oysters and clams on the half shell.
2. Arrange on flat plates, preferably on a bed of ice.
3. Place cocktail sauce in a small cup in the center or at the side of the plate.
4. Provide lemon wedges

Shrimps and other cooked seafood's cocktail

1. **Arrange** seafood in a stemmed glass or in a small, cup-shaped bowl in a bed of ice. Cocktail sauce maybe put in the glass first and arranged the seafood on top, partially immersed. Or the cocktail sauce may be added as toppings.
2. **Garnish** the dish attractively with lettuce or greens with lemon wedges.

Fruit Cocktail

1. Use fruits that are pleasantly tart and not too sweet.

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2. Cut fruits into desired shapes.
3. Add fresh lemon or lime juice to fruit mixtures to provide necessary tartness. A simple wedge of melon with lime is a refreshing cocktail. Add a few drops of flavored liqueur to improve flavor.

Relishes

1. Select fresh vegetables
2. Cut into sticks or other attractive bite size shapes
3. Hold vegetables for a short time in ice water to become crisp
4. Arranged vegetables, in crushed ice to maintain crispness
5. Serve with dips

Mixed vegetables relish with cheddar cheese dip.

Purpose: To prepare raw vegetables relish.

Tools/Equipment Needed:

Knife
Chopping board
Strainer
Platter

Ingredients needed:

Raw Vegetables		**Dips**	
1 pc.	Celery	94 g	Cream Cheese
1 pc.	Red bell pepper	38 ml	evaporated milk
1 pc.	Cucumber	44 g	mayonnaise
1 pc.	Cherry tomato	7.5 ml	lemon juice
1 pc.	Lettuce	75 g	onions
		0.5 ml	hot red pepper sauce
		0.5 ml	Worcestershire sauce
		75 g	cheddar cheese

Steps/Procedure:

1. Wash vegetables well
2. Cut vegetables into sticks or decorative bite size shapes
3. Hold vegetables for a short time in ice water to become crisp
4. Drain well
5. Arrange vegetables in a platter with crushed ice to maintain crispness.
6. Serve with cheddar cheese dip

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Procedure for preparing Canapés from toast.
Perform steps in preparing Canapés using a toasted bread.

Tools/Equipment Needed:

Bread knife
Spatula
Tray
Cutting board

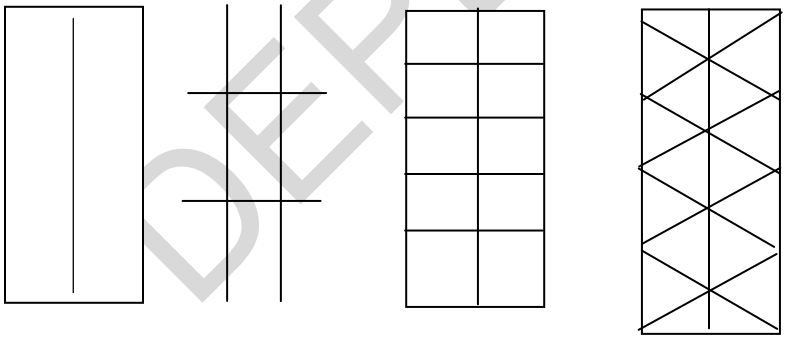
Ingredients Needed:

Pullman loaves
Spreads
Toppings

Steps/Procedures:

1. Trim crusts from unsliced Pullman loaves. Save trimmed crusts to be used as breadcrumbs.
2. Cut the bread horizontally into slices, ¼ inch thick.
3. Toast the slices in the oven.
4. Cool the toast.
5. Cover with a thin, even layer of spread and cut into desired shapes with a knife. Make the cuts neat and uniform.

Alternately, cut the toasts into desired shapes with small cutters and reserve the trim for breadcrumbs. Spread each cutout with desired topping. Garnish the cutouts as desired.
Bread slices for canapés can be cut into several basic shapes with no waste.



Review of Lesson 2 (Learning Outcome 2)

Research and Piled Up
Collect 20 different recipes of appetizer and compile it like a book using any kind of paper, decorating materials, glue, and coloring materials.

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Your output will be rated using the scoring rubric below:

SCORE	CRITERIA
5	Properly compiled complete (20) recipes in a very attractive manner
4	Properly compiled (16-19) recipes in an attractive manner
3	Properly compiled (10-15) recipes in simple manner
2	Properly compiled (6-9) recipes in simple manner
1	Compiled less than 6 recipes in disorganized manner

Make It for Me

Situation: Your sister will be celebrating her 18th Birthday, you were asked by your mother if you could make the appetizer for the party. You excitedly answered yes because you just finished studying about it. Prepare the appetizer of your choice for your sister.

Dimension	PERFORMANCE LEVEL					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understanding of the step- by-step procedure	Manifests clear understanding of the step- by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step- by-step procedure seeking clarification most of the time	No attempt	
	Works independently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4.Product	Product is very attractive and very enticing to appetite Ingredients are very well - cooked	Product is attractive and enticing to appetite Ingredients are well - cooked	Product is less attractive and less enticing to appetite Ingredients are overcooked	Product is not attractive and not enticing to appetite Ingredients are overcooked	No attempt No attempt	
5. Time management	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./hours/days) beyond	Work completed ___(mins./hours/days) beyond	No attempt	
TOTAL POINTS						

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Learning Outcome 3
Present a Range of Appetizers

Objectives

At the end of this lesson, you are expected to:

1. identify the fundamentals of plating;
2. identify the accompaniments of appetizers;
3. present appetizers attractively; and
4. observe sanitary practices in presenting appetizers

Appetizers can be more appreciated if presented attractively like the saying goes “the eyes eats first”. Plate presentation is the process of offering the appetizer to guests in a stylish and pleasing manner. It requires skills, style and creativity.

This lesson will provide you the knowledge, skills and understanding in presenting range of appetizers.

Fundamentals of Plating

1. Balance

   The rules of good menu balance also apply to plating. Select foods and garnishes that offer variety and contrast.

   - Color. Two or more colors on a plate are usually more interesting than one. Garnish is also important.
   - Shapes. Plan for variety of shapes and forms. Cutting vegetables into different shapes gives you great flexibility.
   - Texture. Not strictly visual consideration, but important in plating in menu planning.
   - Flavors. One of the factors to consider when balancing colors, shapes, and texture on the plate.

2. Portion size. This is important for presentation as well as for costing.
   - Match portion sizes and plates. Too small a plate makes an overcrowded, jumbled, messy appearance. Too large a plate makes the portions look skimpy.
   - Balance the portion sizes of the various items on the plate. Apply logical balance of portions.

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3. Arrangement on the plate

Basic Principles of Platter Presentation

1. The three elements of a buffet platter.
    - Centerpiece or Grosse piece (gross pyess). This may be an uncut portion of the main food item, such as a pate or a cold roast, decorated and displayed whole. It may be a separate but related item, such as molded salmon mousse
    - The slices or serving portions should be arranged artistically.
    - The garnish should be artistically done in proportion to the cut slices.
2. The food should be easy to handle and serve, so that one portion can be removed without ruining the arrangement.
3. A simple design is best. Simple arrangement is easier to serve, more appetizing, and still attractive when are half consumed by the guest.
4. Attractive platter presentation may be made on silver or other metals, on mirrors, chinaware, plastic ware, wood, or any other materials provided they are presentable and suitable for food.
5. Once a piece of food has touched the tray, do not remove it. Shiny silver or mirror trays are easily smudged, and you'll have to wash the tray and start over again. Good pre-planning should be considered.
6. Think of the platter as part of the whole. It must be attractive and appropriate to the other presentation in the table.

Designing the platter

1. Plan ahead. Make a sketch by dividing the tray into six or eight sections. This will help you lay out a balance and symmetrical design. The sketch should indicate the centerpiece, slices of foods and garnishes.
2. Get movement into your design. Good design makes your eyes move across the platter following the lines you have set up. It could be arranged in rows or lines.
3. Give the design a focal point. Use centerpiece to emphasize and strengthen the design by giving it direction and height. Note that centerpiece is not always in the center.
4. Keep items in proportion.
5. Make the garnish count. Use garnish to balance out a plate by providing additional element. Two items on a plate often look unbalanced, but adding a garnish completes the picture. On the other hand do not add unnecessary garnishes.

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6. Don't drown every plate in sauce or gravy. It may hides colors and shapes. You may cover a part of it or a band of sauce across the center.
7. Keep it simple. Simplicity is more attractive than complicated designs.
8. Let the guest see the best side of everything. Angle overlapping slices and wedged-shaped pieces toward the customer and the best side of each slice is face up.

Review of Lesson 2 (Learning Outcome 3)

A. Pose and Dispose

Let's find out if you can arrange your prepared appetizers attractively following the fundamentals of plating, principles of platter presentation and designing the platter.

Your output will be rated using the rubric below:

SCORE	CRITERIA
5	Very artistically and creatively done
4	Artistically and creatively done
3	Properly and less creatively done
2	Improperly done and unattractive
1	No attempt

You're amazing, you almost got it perfect. Continue with the next topic to learn how to store appetizers

Learning Outcome 4
Store Appetizer

At the end of the lesson, you should be able to:

A. Utilize quality trimmings;
B. Select appropriate container for storing salads and appetizers;
C. Keep appetizers in appropriate conditions to maintain its freshness, quality and taste; and
D. Follow workplace safety procedures.

Storing salads and appetizers is one of the most important activities done after preparing them to maintain freshness and avoid spoilage.

This lesson deals with storage of salads and appetizers using appropriate container to sustain quality and taste.

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Tools and Equipment

1. Chillers
2. Refrigerator
3. Containers for salad and appetizers

Storing Techniques

Storing foods could be done through the following techniques:

1. Refrigerate – to keep food cold or cool.
2. Cold storage – the process of preserving food by means of refrigeration.
3. Chilling – to refrigerate to reduce the temperature of food.

Sanitary Practices when storing salads and appetizers

1. Handle the food properly to prevent spoilage and contamination.
2. Wash utensils and equipment thoroughly.
3. Keep off hand to a minimum contact to ingredients and food.
4. Keep away from food when you are ill.
5. Store food and ingredients properly.
6. Safeguard the food during distribution and serving.
    - Chill to refrigerate or to reduce the temperature of food.
    - Place it to cold storage like refrigerator to preserve perishable food.

Review of Lesson 1 (Learning Outcome 4)

A. Complete Me

Completion Type. Fill the blank with a word or group of words to make the sentence complete. Write your answer in your test notebook.

1. An Italian appetizer composed of meats, sea foods, and other relishes is _____.
2. Small food item eaten with wine or other drinks is _____.
3. A salted roe or egg of the sturgeon is _____.
4. Hors d' oeuvres offered to guest that complements the chef's cooking style and talent is _____.
5. Toasted Italian bread flavored with garlic and olive oil is _____.

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B. Prove It More

Prepare varieties of appetizer. You will be observed and rated from the preparation of materials and ingredients, actual preparation, presentation and storing of your products using the scoring rubric below.

Dimension	P E R F O R M A N C E L E V E L					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understanding of the step- by-step procedure	Manifests clear understand ding of the step- by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step- by-step procedure seeking clarification most of the time	No attempt	
	Works independently with ease and confidence at all times	Works independent ly with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No attempt (0 pt.)	Points Earned
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4.Complete ness of Task	Task is completed following the procedures in the activity improvement/inno vations	Task is completed following the procedures in the project plan	Task is nearly completed following the procedures in the project plan	Task is started but not completed following the procedures in the project plan	No attempt	
5. Time manage ment	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./ hours/days) beyond	Work completed ___(mins./hours /days) beyond	No attempt	
TOTAL POINTS						

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Post Test

A. Below are jumbled letters. Write the correct spelling opposite the scrambled letters. Write your answer on your test notebook.

1. AINSZTEI _____
2. PENMEQUTI _____
3. NGILCAEN _____
4. CNKTIEH _____
5. LCEHIMAC _____
6. PERAETPIZ _____
7. ELSHERIS _____

B. Multiple Choice

Read the following statements carefully. Choose the letter that best describes the statement. Write your answer on your quiz notebook.

1. Which of the following is a material used for salad making and dessert that needs great care to ensure long shelf life?
   A. glass
   B. aluminum
   C. cast iron
   D. stainless steel
2. Which of the following appetizers are made out of thin slices of bread in different shapes?
   A. relish
   B. cocktail
   C. hors d' oeuvres
   D. canapé
3. Tessie finds it hard to remove tough soils from the used pots and pans. It does not respond to different cleaning agents she used. If you will help her, which of the following will you recommend that will surely solve her problem?
   A. abrasive
   B. acid cleaner
   C. detergent
   D. solvent cleaner
4. It is small pieces or portions of highly seasoned food, usually served before a meal to induce and stimulate one's appetite.
   A. appetizer
   B. dessert
   C. hamburger
   D. salad dressing
5. Sherwin owns a restaurant. He is awake up to 12 midnight in order to supervise the business and sees to it that he has enough supply of materials the next day. This kind of character shows that he is
   A. creative
   B. passionate
   C. motivated
   D. committed
6. Which of the following situations is good housekeeping practice best shown?
   A. Emptying the garbage can every other day.
   B. Using imported sanitizing and disinfecting materials
   C. Spraying air freshener before and after leaving the room.
   D. Planning and implementing a program of regular cleaning of fixtures, furniture and home appliances

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7. Which of the following knife is used for trimming and paring fruits and vegetables?
   A. butcher knife
   B. French knife
   C. paring knife
   D. shears
8. Which of the following appetizers are made of seafood or fruit, usually with a tart or tangy sauce?
   A. canapé
   B. cocktail
   C. relish
   D. salad
9. Your younger sister accidentally swallowed poison. What first aid treatment should you do?
   A. Read the label of the poisonous material
   B. Remove anything remaining in the mouth
   C. Give her a glass of water or any fruit juice
   D. Give her a spoonful of sugar or any kind of sweets
10. Which of the following is the proper order in washing the dishes?
   A. utensils, chinaware, silverware, glassware
   B. silverware, utensils, glassware, chinaware
   C. chinaware, glassware, utensils, silverware
   D. glassware, silverware, chinaware, utensils
11. Which of the following is the proper order/steps in cleaning kitchen premises?
   1.) Rinse all surfaces with cold to hot water to remove thoroughly all remaining chemical solution and food soil residues
   2.) Remove residual food soils from equipment surfaces
   3.) Scrape and Pre-rinse
   4.) Rinse all equipment surfaces sanitizing agent
   A. 4 3 2 1
   B. 2 3 1 4
   C. 3 2 1 4
   D. 1 2 3 4
12. Which of the following should be practiced when using cutting board to reduce the spread of bacteria?
   A. Use the same chopping board for different kinds of food
   B. Keep separate chopping board for your meat and your vegetables
   C. Clean the chopping board if needed
   D. Scrape chopping board before using

Congratulations! You made it with flying colors.
Good luck with the next lesson.

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Quarter II
Lesson 1
PREPARE SALAD AND DRESSING (10 WEEKS)

Upon completion of this module the students will be able to:

1. Perform Mise en Place;
2. Prepare variety of salads and dressings;
3. Present a variety of salads and dressings; and
4. Store salads and dressings

Salad is a combination of vegetables, fruits and other ingredients served with a dressing. Salad are easy to make and require little, id any special equipment. A basic understanding of tools use in preparation will help achieve better results.

This module deals with the skills, and knowledge and attitudes required to prepare and present salads and dressings.

Pre – Test

A. Read the statement carefully and choose the answer that best describes the statement. Write your answer on your test notebook.

1. A salad tool used to remove excess water from the salad greens.
   A. mixing bowl
   B. salad server
   C. salad spinner
   D. cutting boards
2. Used to hold salad ingredients for mixing, or for tossing.
   A. knives
   B. cutting board
   C. mixing bowl
   D. salad server
3. Salads that can be served as a full meal because it contains substantial portion of meat, poultry, seafoods, fruits and vegetables.
   A. appetizer salad
   B. accompaniment salad
   C. main course salad
   D. dessert salad
4. Salads made of mixtures of ingredients that are held together usually with a thick dressing like mayonnaise.
   A. green salads
   B. vegetable salads
   C. composed salads
   D. bound salads

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5. Salad ingredients are arranged on plate rather than being mixed together
   A. fruit salad
   B. composed salad
   C. bound salad
   D. vegetable salad

6. Which of the following considerations are essential in choosing ingredients for high quality salads?
   A. quality and quantity
   B. texture and color
   C. freshness and variety
   D. crispiness and taste

7. Which of the following guidelines is not included in making vegetable salad.
   A. Cooked to a firm, crisp texture and good color
   B. Cooked until completely tender and overcooked
   C. Thoroughly drained and chilled before using
   D. Marinated or soaked in a seasoned liquid

8. Which of the following is not a factor to consider in salad preparation?
   A. Contrast and harmony of colors
   B. Quality of ingredients
   C. Arrangement of food
   D. Proper food combinations

9. Which of the following procedures for quantity green salad production is the last step to do?
   A. Arrange salad plates on worktables
   B. Add dressing before serving
   C. Prepare all ingredients
   D. Refrigerate until serving

10. Which of the following ingredients is not used in making French dressing?
    A. egg yolk
    B. oil
    C. vinegar
    D. sugar

11. Which of the following structures of a salad is an edible decorative item that gives eye appeal and adds flavor to the food?
    A. body
    B. garnish
    C. base
    D. dressing

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A. Identify the different kitchen tools and utensils in preparing salad. Write your answer on your test notebook.

1.	
2.	
3.	
4.	
5.	
6.	
7.	

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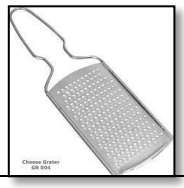
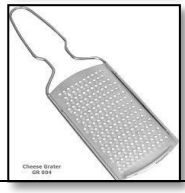
8.		
9.		

Learning Outcome 1
Perform Mise' En Place

At the end of this lesson, you are expected to:

1. Identify tools, equipment, and utensils needed in preparing salad and dressing;
2. Clean, sanitize and prepare tools, utensils and equipment based on the required tasks;
3. Identify ingredients according to the given recipe; and
4. Prepare ingredients based on the required form and time frame.

Mise' En Place is a French term which means setting everything in place and organizing all the materials and ingredients before preparing foods.

Tools, Equipments, Utensils Needed in Preparing Salads.

1. **Knives** – good quality knives with sharp, sturdy stainless steel blades and with handles that securely attached and that feel perfectly comfortable in your hand.

2. **Cutting boards** – choices of cutting boards are the wooden or blocks and acrylic cutting boards. When preparing a recipe that contains both meat (or poultry or seafood) and vegetables requiring cutting, use one board exclusively the vegetables and the other exclusively for the raw meat to avoid cross-contamination.

3. 3. **Peeler -** is a kitchen tool consisting of a slotted metal blade attached to a handle, that is used to remove the outer skin or peel of certain vegetables, frequently potatoes and carrots, and fruits such as apples, pears.

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4. **Citrus zester -** is approximately four inches long, with a handle and a curved metal end, the top of which is perforated with a row of round holes with sharpened rims. To operate, the zester is pressed with moderate force against the fruit and drawn across its peel. The rims cut the zest from the pith underneath.

4. 5. **Grater/Shredder -** A **grater** (also known as a **shredder**) is a kitchen utensil used to grate foods into fine pieces. It was invented by François Boullier in 1540s.

6. **Grill pan –** used for salad toppings to be broiled or grilled.

7. **Salad Spinners** – used to hold just washed salad leave in a slotted basket that is made to spin by hand and thus fling all the water off the leaves into the outer container.

8. **Mixing bowls** – used to mix dressings, marinate ingredients, hold separate elements of a salad before assembling and used to toss and mix all the ingredients together. Used bowls made of sturdy, heavy glass wares or ceramic, so as not to react with acidic ingredients.

9. **Salad servers –** "Salad sets" with big salad bowls, serving bowls and servers. Select materials having enough surfaces to really grasp the ingredients of

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salad, no matter how slippery and thus making tossing easier.

Classification of Salads According to Ingredients Used

1. **Green salads** – must be fresh, clean, crisp and cold and well drained. Moisture and air are necessary to keep greens crisp.

   a) Leaves wilt because they lose moisture. Crispness can be restored by washing and refrigerating. The moisture that clings to the leaves after thorough draining is usually enough.

   b) Air circulation is essential so do not washed greens too tightly or pack too firmly. Refrigerate in colanders covered with clean damp towels, or in specially designed perforated plastic bins. These protect from drying while allowing air circulation.

2. **Vegetable**, **Grain Legumes and Pasta Salads** - are salads whose main ingredients are vegetables other than lettuce or other leafy greens. Starchy items such as grains, pastas and dried legumes can also form the body of a salad. Raw or cooked vegetables are usually added to the starch items to enhance the color, flavor and nutritional balance of the salad. Protein items such as poultry, meat, seafood and cheese maybe added to vegetables and starch salads.

3. **Bound salads** are mixtures of foods that are held together or bound with a dressing usually a thick dressing like mayonnaise. The term bound is most often used for traditional mixtures of cooked protein, starch and vegetables items with mayonnaise like chicken salad, tuna salad, egg salad and potato salad.

4. **Fruit Salad** – contain fruits as their main ingredients, like appetizer salads or dessert salads.

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5**. Composed Salads** – made by arranging two or more elements attractively on a plate. They are called composed because the components are arranged on the plate rather than being mixed together. They are elaborate and can be substantial in size, usually served as main courses or fruit courses rather than accompaniments or side dishes.

6. **Gelatin Salads –** most gelatin products are made with sweetened prepared mixes with artificial color and flavor. But some professional cook used to prepare salads using unflavored gelatin relying on fruit juices and other ingredients for flavor.

Review of Lesson 1 (Learning Outcome 1)

A. Picture Me
Give the characteristics of the different types of salads.

Type of salad	Characteristics
Main Course Salad	
Appetizer	
Side Dish Salad	
Dessert Salad	
Accompaniment Salad	

Your answer will be rated using the rubric below.

CRITERIA	4	3	2	1
Clear	Exceptionally clear and easy to understand	Generally clear and quite easy to understand	Lacks clarity and difficult to understand	Unclear cannot understand
Comprehensive	Thorough and comprehensive explanation	Substantial explanation	Partial or not comprehensive explanation	Misunderstanding or serious misconception on the explanation
Relevant	Highly relevant	Generally relevant	Somewhat relevant	Irrelevant

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B. Organize your Learning
Make an album of the different kinds of salad with their picture and recipe listed.
Your output will be rated using the rubric below:

SCORE	CRITERIA
5	Artistically and creatively done with full illustrations and pictures of the recipe
4	Artistically and creatively done with some illustrations and pictures of the recipe
3	Properly done with some illustrations and pictures of the recipe
2	Properly done with few illustrations and pictures of the recipe
1	Done untidily with few illustrations and pictures of the recipe

Now you're ready to go on with the ways on how to prepare variety of salad and dressing!

Learning Outcome 2
Prepare a Variety of Salad and Dressing

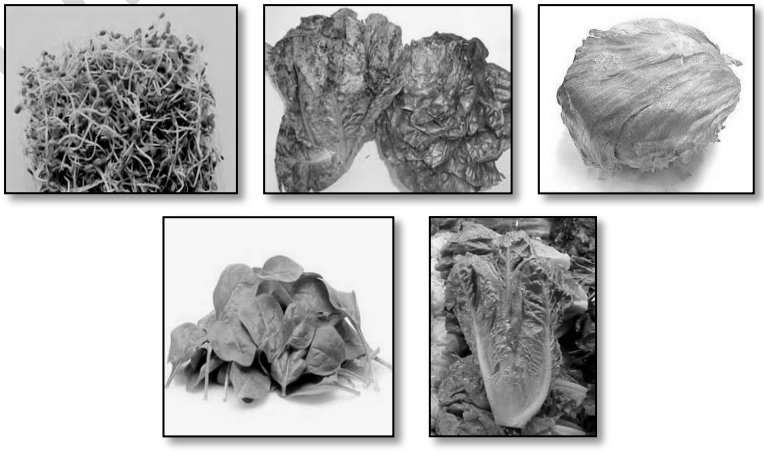
At the end of the lesson, you are expected to:

1. Identify the components of salad, factors to consider in salad preparation, and different kinds of salad dressing and their ingredients;
2. Select and use correct equipment in preparing salad and dressing;
3. Prepare a variety of salad and salad dressing; and
4. Follow workplace safety procedures.

Enumerate ingredients for salad making.
Ingredients of Salads

Freshness and variety of ingredients are essential for high quality salads.

1. **Salad Greens –** Iceberg lettuce, Romaine Lettuce, Boston Lettuce, Biff or limestone lettuce, Chinese cabbage, spinach, sprouts



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2. **Vegetables (Raw)** - avocado, bean sprouts, broccoli, cabbage, carrots, cauliflower, celery, cucumber, mushrooms, onions, peppers, radish, tomatoes.

3. Vegetables (Cooked, pickled and canned) – asparagus, beets, carrots, cauliflower, corn, pimientos, olives, peppers, cucumber.

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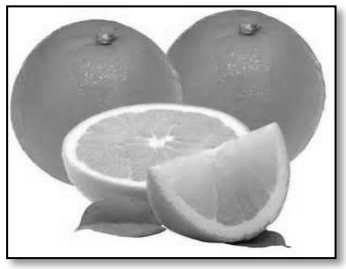
4. Starches – dried beans, potatoes, macaroni products, grains, bread (croutons)

5. **Fruits**(Fresh, Cooked, Canned or Frozen) – apple, banana, berries, coconut, melon, oranges, papaya, peaches, pears, and mangoes



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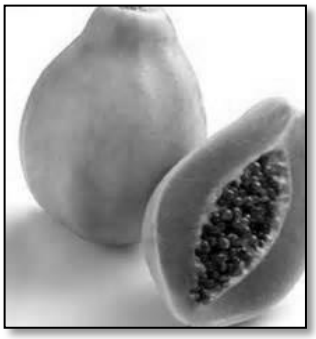
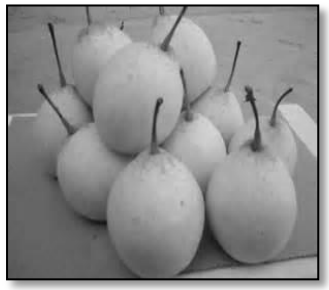
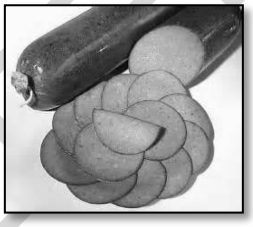




6. Protein foods – meat (beef, ham), poultry, fish and shellfish, salami, luncheon meat, bacon, eggs, hard cooked, cheese, cottage cheese, aged or cured types.



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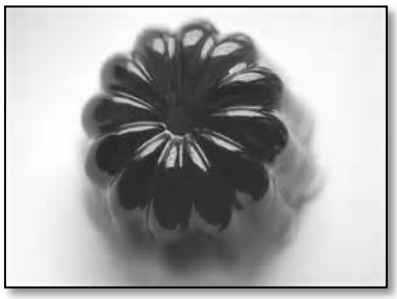
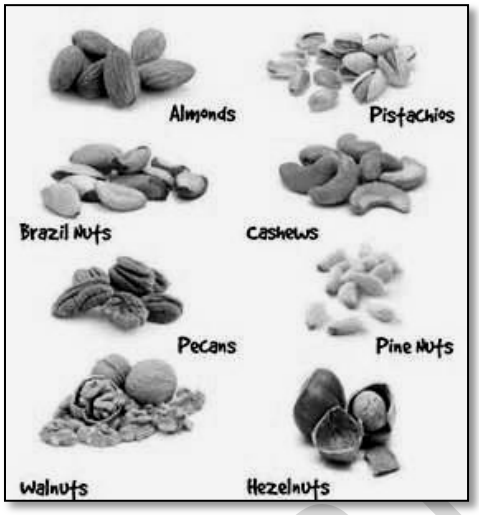
7**. Miscellaneous –** gelatin, nuts





Guidelines for Making Salads

1. Vegetables, Legumes, Grains and Pasta Salads

- Neat, accurate cutting of ingredients is important because the shapes of the vegetables add to eye appeal.
- Cut vegetables as close as possible to serving time or they may dry or shrivel at the edges.
- Cooked vegetables to a firm, crisp texture and good color.
- After cooking, vegetables must be thoroughly drained and chilled before using.
- Starches, pastas and legumes should be cooked until completely tender but not overcooked.
- Vegetables are sometimes marinated or soaked in a seasoned liquid before being made into salad. The marinade is usually some form of oil and vinegar dressing that also serves as the dressing for the salad. Do not plate marinated salads too far ahead of time because the lettuce base will wilt.
- Grains and pastas may also be marinated for a short time. If marinated too long, pasta absorb too much liquid and become very soft. Legumes should not be allowed to stand longer in a marinade because the acid toughen the proteins in the beans.

2. Bound Salads

- Cooked ingredients must be thoroughly cooled before being mixed with mayonnaise and the completed salad mixture must be kept chilled at all times.
- Leftover such as chicken meat or fish which have been handled according to the rules of good sanitation and food management can be used for making bound salads.

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- Potatoes for salads should be cooked whole before peeling and cut in order to preserve nutrients.
- Crisp vegetables like celery, green peppers, carrots, chopped pickles, onions and water chestnuts are used.
- Bland ingredients like potatoes and some foods maybe marinated in seasoned liquid such as vinaigrette before being mixed with mayonnaise and other ingredients.
- Fold in thick dressings gently to avoid crushing or breaking the main ingredients.
- Bound salads are portioned using scoop to give height and shape to the salad.
- For plated salads, serve on a base with greens and choose attractive, colorful garnishes when appropriate

3. Fruit Salads

- Fruit salads are often arranged, mixed or tossed of most fruits that are delicate and easily broken. An exception is the Waldorf salad, made of firm apples mixed with nuts, celery and mayonnaise based dressing.
- Broken or less attractive pieces of fruit should be placed on the bottom of the salad while more attractive pieces arranged on top.
- Some fruit discolor when cut and should be dipped into an acid such as tart or fruit juice.
- If both vegetables and fruits salads are being prepared, vegetables salad should be prepared first.
- Drained canned fruits well before mixing them in the salad.
- Dressings for fruit salad are usually sweet, but fruit juices are used to add tartness.

4. Composed Salads

- Prepare and season each ingredients separately and evaluate the flavor and quality.
- Arrangements may be plated ahead of time and add delicate ingredients just before serving.
- Flavors and textures of all ingredients should provide pleasing contrast
- Observe general concepts of plating and presentations of output.

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5. Gelatin Salads

- Observe the correct proportion of gelatin and liquid. Too much gelatin makes a stiff, rubbery product while too little makes a soft product that will not formed the desired shape.
- To dissolve unflavored gelatin, stir it in cold liquid to avoid lumping and let it stand for 5 minutes to absorb water. Then heat it until dissolves, or add hot liquid and stir until dissolved.
- To dissolve sweetened, flavored gelatin, stir it into boiling water. It will not lump because the gelatin granules are held apart by sugar granules.
- For quick setting, dissolve the gelatin to half of the volume of liquid and the other half is cold water to lower the temperature. For even faster setting, add crushed ice in an equal volume of cold water, stir until the ice is melted.
- Do not add raw pineapple and papaya to gelatin salads because these fruits contain enzymes which dissolve gelatin.
- Canned fruits and other juicy items must be well drained before adding because they will watered down the gelatin.
- Unmold gelatin if it is firm
  - Loosen it by dipping a small pointed knife in warm water and running the tip of it around the top edge of the molded gelatin.
  - Dip the mold into hot water for 1 – 2 seconds
  - Quickly moisten tips of the fingers and gently pull gelatin away from edge
- Refrigerate gelatin salads

Procedure for Quantity Salad Production

1. Prepare all ingredients. Wash and cut greens, fruits, vegetables, and garnishes. Prepare cooked vegetables and mix bound and marinated salads. Have all ingredients chilled.
2. Arrange salad plates on worktables. Line them up on trays for easy transfer to refrigerator.
3. Place bases on all plates.
4. Arrange body of salad on all plates.
5. Garnish all salads.
6. Refrigerate until serving.
7. Do not add dressing to green salads until serving.

Important Factors to consider in Salad Preparation

1. Quality of ingredients. Salad is as good as the quality of its ingredients, so you have to use ingredients that are fresh, ripe and in season.

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2. Eye Appeal. It should be attractive, appetizing, creatively presented.
3. Simplicity. Make it simple not overcrowded.
4. Neatness. Keep salad neatly placed in a plate.
5. Contrast and Harmony of Colors. Contrast in color for your garnishing can accentuate the appearance of the salad.
6. Proper Food combinations. Choose combination of ingredients carefully. Pineapples and coconut go well with chicken but not compatible with tuna.
7. Foods should be recognizable. Taste of the food that you are using as a base should be identifiable when you taste the salad. The dressing should dominates the taste.
8. Keep foods properly chilled but not ice-cold.
9. Serve hot foods while hot and cold foods cold.
10. Keep it clean and crispy. This is done by washing greens in large quantity of water and drain well and removing the green from the water to allow the dirt to settle to the bottom of the container.
11. Flavorful. Tempting and stimulating if prepared and presented properly.
12. Drain all the ingredients well. Water or excess juices will weaken dressings and will make your salad look messy.
13. Do not overcook food. Food and ingredients when overcooked eliminates the color and its vitamins and minerals as well.

Coleslaw

Ingredients:

1 ½ pt	Mayonnaise
2 fl oz.	Vinegar
1 oz	Sugar (optional)
2 tsp	Salt
½ tsp	White pepper
4 lb EP	Cabbage, shredded
25	Lettuce cups

Procedure:

1. Combine the mayonnaise, vinegar, sugar, salt, and pepper in a stainless steel bowl. Mix until smooth.
2. Add the cabbage and mix well.
3. Taste and, if necessary, add more salt and/or vinegar.
4. Arrange the lettuce leaves as under liners on cold salad plates.
5. Using a no. 12 scoop, place a mound of coleslaw in the center of each plate.
6. Hold for service in refrigerator.

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Fruit Salad

Ingredients:

2 cups unpeeled apples, cubed
1 cup pitted dates
1 cup celery chopped
3 tablespoons lemon juice
½ cup all-purpose cream
Garnish, if desired
¼ cup nuts
Salad greens

Procedure

1. Assemble all utensils and supplies.
2. Carefully wash the celery, apples and salad greens. Refrigerate the salad greens.
3. Cubed the apples in rather large pieces, and cover with lemon juice to prevent discoloration. Also chop the celery and dates in rather large pieces.
4. Combine the chopped ingredients with the dressing using a fork.
5. If desired, chill the salad in a covered bowl.
6. Serve on crisp salad greens.

This salad is suitable for refreshment plate at a party or for serving lunch or supper. It may be prepared in advance.

Potato Salad

Ingredients:

2.5 kg	AP waxy potatoes
375 ml	basic vinaigrette
7 ml	salt
1 ml	white pepper
375 g	celery, small dice
125 g	onion, chopped fine
500 ml	mayonnaise
25	lettuce cups
50	pimiento strips

Procedure:

1. Scrub the potatoes. Steam or boil until tender, but do not overcook.
2. Drain the potatoes. Leave in the colander or spread out on a sheet pan until cool enough to handle.

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3. Peel the warm potatoes. Cut into ½- in. (1.2 cm.) dice.
4. Combine the dressing, salt and pepper. Add the potatoes and mix carefully to avoid breaking or crushing them.
5. Marinate until cold. For the purpose of food safety, chill the potatoes in the refrigerator before proceeding with the next step.
6. If any vinaigrette has not been absorbed by the potatoes, drain it off.
7. Add the celery and onion, mix gently.
8. Add the mayonnaise. Mix carefully until evenly blended.
9. Keep refrigerated until ready to use.
10. Arrange the lettuce as under liners on cold salad plates.
11. Using a No.11 scoop, place a 4- oz. (125-g.) mound of potato salad on each plate.
12. Garnish each salad with 2 strips pimiento placed crosswise on top.
13. Hold for service in refrigerator.

Jellied Meat Salad

Ingredients:

1 tablespoon gelatin
¼ cup cold water
1½ cup hot stock
2 tablespoon lemon juice
¼ teaspoon salt
½ cup chopped vegetables
2 tablespoon green pepper cut in thin shreds
1 cup diced meat (beef, veal, chicken)

Procedure:

1. Soften gelatin in cold water for about 5 minutes.
2. Bring the broth to a boil, remove from fire and add the softened gelatin, lemon juice, and salt. Stir until the gelatin dissolves.
3. When cool, place in the refrigerator to thicken the consistency of unbeaten egg white.
4. Fold in to the thick mixture chopped meat, vegetable and green pepper.
5. Pour in to a loaf pan or individual molds and chill several hours.
6. When firm, unmold and serve on salad greens. Garnish with mayonnaise.

Gelatin salads are colorful and attractive. They are inexpensive and may use left- over fruits (except fresh pineapple), vegetable, and meats. They may be prepared in advance and kept for consumption for several days.

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Prepare Variety of Salad Dressing

Ingredients of Salad Dressing

Salad dressings are liquid or semi liquids used to flavor salads. The flavors of most salad dressings are not modified by cooking. The quality depends directly on the quality of the ingredients used. Most salad dressings are made primarily of an oil and an acid with other ingredients added to modify the flavor or texture.

1.**Oils –** should have mild, sweet flavor. Strongly flavored oil can make excellent salad dressing but not appropriate with every food.
Examples: corn oil, soybean oil, canola oil, peanut oil, olive oil, walnut oil

2. Vinegar – should have a good, clean sharp flavor. Most salad vinegar are about 5% acidity, but some range as 7-8%.

3. Lemon Juice – fresh lemon juice maybe used in place of or in addition to vinegar in some preparation.

4. **Egg yolk** – as essential ingredient in mayonnaise and other emulsifier dressings. For safety, pasteurized eggs should be used.

5. **Seasoning and flavorings** – fresh herbs are preferable to dried herbs. Other flavorings include mustard, ketchup, Worcestershire sauce and various kinds of cheeses.

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Types of Salad Dressings

1. Oil and Vinegar dressings – Basic vinaigrette is a simple mixture of oil, vinegar and seasonings which is an example of temporary emulsions. The ratio of oil to vinegar is 3 parts oil to 1 part vinegar. However, it can be changed to taste. Less oil makes the dressing tarter, while more oil makes it taste milder and oilier.

2. Emulsified Dressings – Mayonnaise is an emulsified dressing. It is served as the base for wide variety of other dressings. Mayonnaise based dressings are generally thick and creamy.

3. Other Dressings – cooked salad dressing is similar with appearance to mayonnaise, but it has a tarter flavor, while mayonnaise is richer and milder. Cooked dressing is made with little or no oil and with a starch thickener.

There is a variety of dressings based on neither mayonnaise nor oil and vinegar. They include dressings on sour cream and on fruit juice and yogurt and low calorie dressings. The important thing is that these dressings should have well balanced flavor with a pleasant tartness and should harmonize and complement the salad which they are served.

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Emulsions in Salad Dressings

The uniform mixture of two mixable liquids, oil and vinegar is called emulsion.

a. **Temporary Emulsions –** a simple oil and vinegar dressing is called temporary emulsion because the two liquids always separate after being shaken. The harder the mixture is beaten or shaken, the longer it takes for it to separate.

b. **Permanent Emulsions –** mayonnaise is also a mixture of oil and vinegar, but the two liquids do not separate because it contains egg yolk which is a strong emulsifier. The egg yolk forms a layer around each of the tiny droplets and holds them in suspension. All emulsions form more easily at room temperature.

Other stabilizers are used in some preparations. Cooked dressing uses starch in addition to eggs. Commercially made dressings may use such emulsifiers as gums, starches and gelatin.

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Standard Recipes for Salad Dressings

French Dressing

Ingredients:

½ teaspoon dry mustard
½ teaspoon paprika
½ teaspoon salt
½ teaspoon sugar, optional
¼ cup lemon juice or vinegar
½ cup salad oil

Steps in preparation:

1. Measure the dry seasonings into a bowl, add the vinegar or lemon juice, and dissolve them.
2. Add the oil, mix well, and transfer to a jar. Shake well.
3. Just before serving shake again to blend thoroughly.

Mayonnaise Dressing

Ingredients:

½ teaspoon mustard
½ teaspoon salt
¼ teaspoon sugar
Pinch pepper
Pinch paprika
1 egg
2 cups salad oil
3 tablespoon lemon juice or vinegar

Steps in preparation:

1. Measure seasonings into bowl. Blend, and add egg. Mix well.
2. Gradually add the first ½ cup of the oil, almost drop by drop, beating well. Then add the lemon juice and the rest of the oil slowly and continue beating all during these additions.
3. Transfer to the covered refrigerator jar and store.

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Cooked Salad Dressing

Ingredients:

3 tablespoons flour
2 tablespoons sugar
½ teaspoon dry mustard
2 teaspoons salt
2 cups milk
1 egg
1/3 cup vinegar or lemon juice
2/3 cup fortified margarine

Steps in preparation:

1. Sift the flour, sugar, salt, and mustard, on top of a double boiler.
2. Add ¼ cup milk and stir until smooth. Carefully add the remaining milk.
3. Cook over low heat until the mixture thickens. Stir constantly.
4. Place over hot water on the bottom of the boiler. Cook for 10 minutes and stir occasionally.
5. Beat the egg well, add the lemon juice, and beat. Slowly add to the cooked mixture and cook until well blended.
6. Remove from heat, add butter. While cooling beat with the rotary beater about twice for improved texture.
7. Cool and store in a covered container.

This type of dressing is easy to prepare for the inexperienced cook. It is inexpensive and not as rich as mayonnaise.

Review of Lesson 1 (Learning Outcome 2)

A. Fill Me In

Fill in the blanks with the correct word or group of words. Write your answer on your test notebook.

1. Canned fruits and other juicy items must be well _____ before being added or they will dilute the gelatin and weaken it.
2. Flavors and textures of all components should be _____ or provide pleasing contrast.
3. Some fruit discolor when cut and should be dipped into an _____ such as tart fruit juice.

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4. Cooked ingredients must be thoroughly _____ before being mixed with mayonnaise and the completed salad mixture must be kept chilled at all times.
5. Neat, accurate cutting of ingredients is important because the shapes of the vegetables add to _____.
6. Cooked vegetables should have a firm, _____ texture and good color.
7. Potatoes for salads should be cooked whole, then peeled and cut in order to preserve _____.
8. Broken or less attractive pieces of fruit should be placed on the _____ of the salad, with the more attractive pieces arranged on top.
9. Arrangements maybe _____ ahead of time only if the components will hold well. Add delicate items just before serving.
10. To dissolve sweetened, flavored gelatin, stir it into boiling water. It will not _____ because the gelatin granules are held apart by sugar granules.

B. Do It Now

Mixed Green Salad

Prepare mise en place for mixing green salad. Using the following rubric, evaluate your product.

Tools/Equipment Needed:

Refrigerator
Colander
Mixing bowl
Plate for serving

Ingredients:

Romaine lettuce
Pepper strips
Carrots
Dressing

Procedure:

1. Wash greens thoroughly.
2. Drain greens well.
3. Crisp the greens. Refrigerate green in a colander cover with damp cloth.
4. Cut or tear into bite pieces.

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5. Mixed the greens. Toss gently until uniformly mixed. Non-juicy raw vegetable garnish such as green pepper strips or carrots red maybe mixed in at this time. For toss salad to serve immediately, add the dressings to the greens in a bowl. Toss to coat the greens with the dressing.
6. Plate the salads. Cold plate should be used. Continue avoid plating salad more than an hour or two before service to prevent wilting or drying of greens.
7. Garnish and serve.

Dimension	PERFORMANCE LEVEL					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understanding of the step-by-step procedure	Manifests clear understanding of the step-by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step- by-step procedure seeking clarification most of the time	No attempt	
	Works independently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4.Completeness of Task	Task is completed following the procedures in the activity improvement/innovations	Task is completed following the procedures in the project plan	Task is nearly completed following the procedures in the project plan	Task is started but not completed following the procedures in the project plan	No attempt	
5. Time management	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./hours /days) beyond	Work completed ___(mins./hours/days) beyond	No attempt	
TOTAL POINTS						

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C. Show Off

Another task is given to you this time you will choose and prepare one type of salad dressing. Choose from among the given recipes above. Your product and performance will be rated using the scoring rubric.

Dimension	PERFORMANCE LEVEL					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understanding of the step-by-step procedure	Manifests clear understanding of the step-by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step- by-step procedure seeking clarification most of the time	No attempt	
	Works independently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4.Completeness of Task	Task is completed following the procedures in the activity improvement/innovations	Task is completed following the procedures in the project plan	Task is nearly completed following the procedures in the project plan	Task is started but not completed following the procedures in the project plan	No attempt	
5. Time management	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./hours /days) beyond	Work completed ___(mins./hours/days) beyond	No attempt	
TOTAL POINTS						

What a magnificent performance, this time learn how to present it more attractively with the next topic.

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Learning Outcome 3
Present a Variety of Salads and Dressings

At the end of this lesson, you are expected to:

1. Identify the structure of a salad;
2. Present salad and dressing attractively;
3. Identify the accompaniments of salad and dressing; and
4. Observe sanitary practices in presenting salad and dressing.

Structure of a Salad

Plated Salad has four parts:

- Base or Under liner
- A cup-shaped leaves of iceberg or Boston lettuce make attractive bases. They give height to salad.
- Body – main part of the salad
- Garnish – An edible decorative item that is added to salad to give eye appeal, and adds flavor as well. It should harmonize with the rest of the salad ingredients.
- Dressing – A seasoned liquid or semi liquid added to the body of the salad to give added flavor, tartness, spiciness and moistness.

Dressing may be added at service time, served separately for the customer to add, or mixed with the ingredients ahead of time.

Guidelines for Arranging Salads

1. Keep the salad off the rim of the plate
2. Strive for a good balance of colors
3. Height helps make a salad attractive
4. Cut ingredients neatly
5. Make every ingredient identifiable
6. Keep it simple

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Waldorf salad

Purpose: Prepare and present Waldorf salad

Tools/Equipment Needed:

Refrigerator
Mixing bowl
Paring knife
Scooper
Serving Plate

Ingredients:

1 ½ Chantilly dressing
heavy whipped cream and mayonnaise)
4 lb red apples
1 lb celery stalk, dice
4 ozwalnuts, coarsely chopped
Lettuce cups
2 oz chopped walnuts

Procedures:

1. Prepare the dressing. Combine whipped cream and mayonnaise in a bowl. Refrigerate.
2. Pour the apples and diced without peeling them.
3. Add apples to the dressing and mix in to prevent darkening.
4. Add celery and walnuts. Fold in until evenly mix.
5. Arrange the lettuce cups as under liners on hold salad plates.
6. Scoop mixture of salad on each lettuce cup.
7. Sprinkle each salad with chopped nuts, then serve.

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Salad Nicoise

Purpose*:*
Prepare and present salad nicoise

Directions:
Prepare and present salad nicoise using the ingredients and following the procedure given properly.

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Ingredients:

3 lb.	Waxy potatoes, scrubbed
3 lb.	Green beans, washed and trimmed
2 lbs.	Mixed salad greens, washed, trimmed, and crisped
160 oz.	Canned Tuna, solid pack or chunk
25 pcs	Anchovy fillets
50 pcs	Olives, black or green
50 pcs	Hard-cooked egg quarters
100 pcs	Tomato wedges
½ cup	Chopped parsley

Vinaigrette:

1 qt	Olive oil
1 cup	Wine vinegar
1 tsp	Garlic, chopped fine
1tbsp	Salt
½ sp	Pepper

Procedure:

1. Cook the potatoes in boiling salted water until just tender. Drain and let cool. Peel. Cut into thin slices. Hold in refrigerator, covered.
2. Cook the beans in boiling salted water. Drain and cool under cold running water. Cut into 2-in. pieces. Hold in refrigerator.
3. Line cold salad bowls or plates with the lettuce leaves.
4. Combine the potatoes and green beans. Divide the mixture among the salad bowls, about 3 oz per portion.
5. Drain the tuna and break it into chunks. Place a 1 ½ -oz portion in the center of each salad.
6. Arrange the anchovy fillets, olives, egg quarters, and tomato wedges attractively on the salads.
7. Sprinkle the salads with chopped parsley.
8. Hold for service in refrigerator.
9. Combine the dressing ingredients and mix well. Just before service, mix again and dress each salad with 1 ½ fl oz. dressing.

Review of Lesson 1 (Learning Outcome 3)

A. Label the parts of the plated salad. Write your answer on your test notebook.

B. Enumerate the guidelines for arranging salads into a platter. Write your answer on your test notebook.

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Learning Outcome 4
Store Salads and Dressings

At the end of the lesson, you should be able to:

A. Identify safety and hygienic practices in storing salad and dressing.

B. Keep appetizers in appropriate conditions to maintain its freshness, quality.

Safety and hygienic practices in storing salad and dressing

- Green Salads are plated in a cold plate. Avoid plating salads more than an hour or two before service. Garnish that is tossed should be added at serving time.
- Refrigerate salads before serving time.
- Dressing is added immediately before serving, or serve it on the side.
- Refrigerate salads until serving. Do not hold more than a few hours, or the salads will sag. Holding boxes should have high humidity.
- Do not add dressing to green salads until serving, or they will sag.

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Principles and Practices of Hygiene in Preparing Salads and Salad Dressing

Washing all salad vegetables is important to ensure food safety.
Washing is done in the following manner:

1. Prepare a detergent in a bowl of tap water. Dissolve very well 5g (litter) of powdered or liquid detergent in 4L (1gallon) of water. Make sure there is no undissolved powder.
2. Soak the vegetable in this solution for about 1 minute. Ingredients that have to be peeled should be washed too.
3. Gently wash vegetables and pay special attention to the stems and leaves.
4. Rinse the vegetables in tap water several times to ensure that there is no remaining detergent or soap.
5. The vegetables may further be sanitized in a mild solution of potassium permanganate or hypochlorite by soaking for about a minute, then rinsing them.
6. Spin-dry the vegetables in a salad spinner, or dry by putting them on a clean cloth or disposable paper. Make sure that the greens are dry when combining with the dressing because wet greens will prevent the dressing from coating the leaves. This makes the dressing very watery and tasteless and reduces the crispness of the salad.

Review of Lesson 1 (Learning Outcome 4)
You're almost done but not so fast. Here's another task to perform.

A. Fix and Parade

Your school will be celebrating its 60th Founding Anniversary. There is a problem on who will be in-charge of preparing the salad and dressing for the event. Believing that you have acquired the knowledge and skills in the preparation of salad and dressing, you confidently accepted the task.

Your performance will be rated using the following rubric:

	I can do it independently and confidently at all times 4	I can do it with minimal assistance and confidently most of the time 3	I can do it with moderate assistance and confidently sometimes 2	I can do it with considerable assistance and less confidently most of the time 1
Preparation of materials				

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Preparation of Salad				
Preparation of Dressing				
Presentation				
Storing				

Post Test

A. Read the statement carefully and choose the answer that best describes the statement. Write your answer on your test notebook.

1. A salad tool used to remove excess water from the salad greens.
   A. mixing bowl C. salad spinner
   B. salad server D. cutting boards
2. Used to hold salad ingredients for mixing, or for tossing.
   A. knives C. mixing bowls
   B. cutting boards D. salad server
3. Salads that can be served as a full meal because it contains substantial portion of meat, poultry, seafood's, fruits and vegetables.
   A. appetizer salad C. main course salad
   B .accompaniment salad D. dessert salad
4. Salads made of mixtures of ingredients that are held together usually with a thick dressing like mayonnaise.
   A. green salads C. composed salads
   B. vegetable salads D. bound salads
5. Salad ingredients are arranged on plate rather than being mixed together
   A. fruit salad C. bound salad
   B. composed salad D. vegetable salad
6. Which of the following considerations are essential in choosing ingredients for high quality salads?
   A. quality and quantity C. freshness and variety
   B. texture and color D. crispiness and taste
7. Which of the following guidelines is not included in making vegetable salad?
   A. cooked to a firm, crisp texture and good color
   B. cooked until completely tender and overcooked
   C. thoroughly drained and chilled before using
   D. marinated or soaked in a seasoned liquid
8. Which of the following is not a factor to consider in salad preparation?
   A. contrast and harmony of colors
   B. quality of ingredients
   C. arrangement of food
   D. proper food combinations

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9. Which of the following procedures for quantity green salad production is the last step to do?
   A. Arrange salad plates on worktables.
   B. Add dressing before serving.
   C. Prepare all ingredients.
   D. Refrigerate until serving.

10. Which of the following ingredients is not used in making French dressing?
   A. egg yolk
   B. oil
   C. vinegar
   D. sugar

11. Which of the following structures of a salad is an edible decorative item that gives eye appeal and adds flavor to the food?
   A. body
   B. garnish
   C. base
   D. dressing

C. Identify the different kitchen tools and utensils in preparing salad. Write your answer on your test notebook.

1.		6	
2.		7.	
3.		8.	
4.		9.	
5.			

Very well done. You're now about to move on to the next lesson. Good luck!

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Quarter III
Lesson 1
PREPARE SANDWICHES (10 WEEKS)

Objectives

At the end of this lesson, you are expected to do the following:

1. Perform mise en place;
2. Prepare variety of sandwiches;
3. Present variety of sandwiches; and
4. Store sandwiches.

Sandwiches refers to a food item made with two or more slices of bread with fillings between them. A widely popular and convenient lunchtime food, quickly made and served and adaptable to many variations that it satisfies nearly every taste and nutrition requirement.

Preparing sandwiches is one of the fundamental skills required in modern food service. In this lesson you will learn the fundamentals of sandwich making, the ingredients, types of sandwiches, its methods of preparation for efficient production and service.

Pre – Test

A. Multiple Choice. Read the statement carefully then choose the answer that best describes the statement. Write your answer on your test notebook.

1. It is the most important principle for sandwich safety after preparation to avoid spoilage.
   A. 4 – 40 – 140
   B. 4 –140 – 40
   C. 140 – 4 – 40
   D. 40 – 140 – 4
2. Which tool is used to measure serving of soft foods, such as filling ice cream, and mashed potato?
   A. potato masher
   B. scooper
   C. scoop or dipper
   D. baster
3. There are many kinds of kitchen knives, each with a special use. Which one is used to cut thick sandwiches?
   A. butcher knife
   B. paring knife
   C. deli knife
   D. sandwich knife

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4. A small flat, round bladed utensil that is serrated on one side and smooth on the other, used to apply food spreads over bread slices.
    A. Cutting Board
    B. Measuring Spoon
    C. Sandwich Spatula
    D. Serrated Knife
5. A plastic, serrated edge knife that is designed to slice lettuce without causing the edges to turn brown.
    A. Lettuce Knife
    B. Mixing Spoon
    C. Bread Toaster
    D. Grill

B. Identify the following statements and write your answer on your test notebook.

_____ 1. A knife with a sharp edge that has saw like notches or teeth used to slice bread, fruits and vegetables.
_____2. It comes in wood and plastic, use to protect the table while slicing bread.
_____3. Pyrex bowls that are large enough to hold the ingredients while they are being mixed.
_____4. Used to combine ingredients.
_____5. A set of individual measuring spoons used to measure small quantities of ingredients.
_____6. Are flat heated surface or wheel where food is directly cooked.
_____7. A typically small electric kitchen appliance designed to toast multiple types of bread products.
_____8. A machine used to chill sandwiches and often foods.

C. Give one type of sandwich that you know. Describe briefly and write how it is being prepared by completing the open ended statement below. Write your answers on your test notebook.

1. The type of sandwich I know is _____.
1. This type of sandwich is _____.
2. This type of sandwich is being prepared by:
    a. _____
    b. _____
    c. _____
    d. _____
    e. _____

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Learning Outcome 1
Perform Mis'En Place

At the end of the lesson, you should be able to:

1. Identify tools, utensils and equipment needed in preparing sandwiches; and
2. Use appropriate tools, utensils and equipment for different types of sandwiches.

Tools, Utensils and Equipment in Preparing Sandwiches

B. Tools and Utensils

1. SANDWICH SPATULA

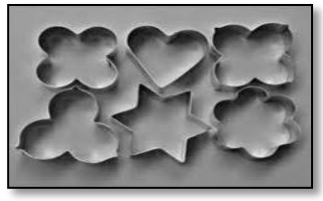
A small flat, round bladed utensil that is serrated on one side and smooth on the other, appearing somewhat like a round spatula. It is used to apply food spreads, over bread slices.

2. SCISSORS

Use to cut customized edges on bread for tea sandwiches, hors d'oeuvres, or children's sandwiches. Use the shears to cut a pocket in toast and waffles. Cut sandwiches in different shapes like rectangles, triangles and circles.

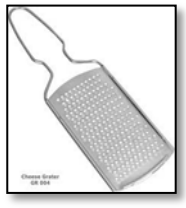
3. COOKIE CUTTERS

Small, medium and large. Small ones are perfect for cutting out the tinier breads for tea sandwiches and medium and large for making larger sandwiches.



4. GRATER AND SHREDDER

Grating cheese, meat and other ingredients allows flavors to mix, thus; palatability of sandwich is increase.



5. SPATULA

A long flexible blade with a rounded end, used to level off ingredients in measuring cups and spoons and for spreading fillings on sandwiches.

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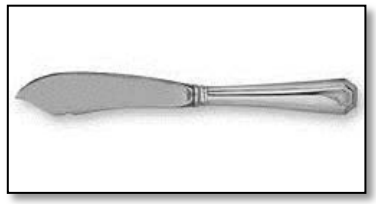
6. BUTTER KNIFE

A small knife with a blunt edged blade that is used to apply spreads, such as butter, peanut butter, and cream cheese, on bread or dinner rolls.



7. CHEF'S KNIVES

Come in various lengths of 6, 8, 10, and 12 inches. The smaller sized knives are typically referred to as mini chef's knives while the longer lengths are known as traditional chef's knives.

8. **DELI KNIFE**

Designed for thick sandwiches, this knife is made to cut easily and quickly through a variety of sandwich ingredients. The deli knife has offset blade allowing ease of slicing and handling.

9. LETTUCE KNIFE

Plastic serrated edge knife that is designed to slice lettuce without causing the edges to turn brown. It is efficient in slicing lettuce.

10. PARING KNIFE

A small knife with a straight, sharp blade that is generally three to five inches long. Its thin, narrow blade is tapers to a point at the tip. It is easy to handle and works well for peeling and coring foods or mincing and cutting small items.

11. SANDWICH KNIFE

A sharp-bladed kitchen utensil used to slice through a medium amount of food ingredients "sandwiched" between two slices of bread. Similar in use to a deli knife, the sandwich knife is shorter in length with a shorter blade depth in order to easily cut through smaller to medium-sized sandwiches.

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12. SERRATED KNIFE

A knife with a sharp edge that has saw-like notches or teeth. The blade of a serrated knife is 5 to 10 inches long and is used to slice through food that is hard on the outside and soft on the inside, such as slicing through the hard crusts of bread. A serrated knife with a short, thin blade is intended for slicing fruits and vegetables

10. CUTTING BOARD

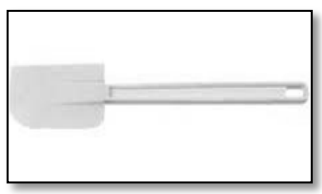
Comes in wood and plastic, use to protect the table when slicing bread.

11. MIXING BOWLS

Bowls that are large enough to hold ingredients while they are being mixed

12. RUBBER SCRAPER

A pliable rubber scraper used to scrape down sides of bowl and get mixture of fillings from pans.



13. MEASURING CUPS

Graduated Measuring Glass - a transparent glass with fractions [1, 3/4, 2/3,1/2, 1/3, ¼]. Is used for measuring liquids

Individual Cups - with fractional parts [1, 3/4, 1/2, 1/4,] are used for solids or dry ingredients.

13. UTILITY TRAY

used to hold food in place.

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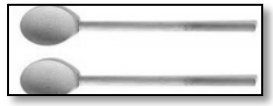
14. STRAINER
used to separate liquid from solid.

15. MIXING SPOON
used to combine ingredients.



16. CAN OPENER
used to open cans.

17. MEASURING SPOONS
A set of individual measuring spoons used to measure small quantities of ingredients.

EQUIPMENT FOR SANDWICH MAKING

GRILLS / GRIDDLES. These are flat heated surfaces where food is directly cooked.

OVENS. These are equipment which are enclosed in which food is heated by hot air or infrared radiation.

MICROWAVE OVENS. Special tubes generate microwave radiation, which create heat inside the food.

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SALAMANDERS. Small broiler, use primarily for browning or glazing the tops of sandwiches.

BREAD TOASTER. The toaster is typically a small electric kitchen appliance designed to toast multiple types of bread products.

SLICER. Is used to slice food more evenly and uniformly

CHILLERS. Machines used to chill sandwiches and other food.

FREEZE. Used to hold food for longer times and to store foods purchased in frozen form

REFRIGERATOR. A thermally insulated compartment used to store food at a temperature below the ambient temperature of the room.

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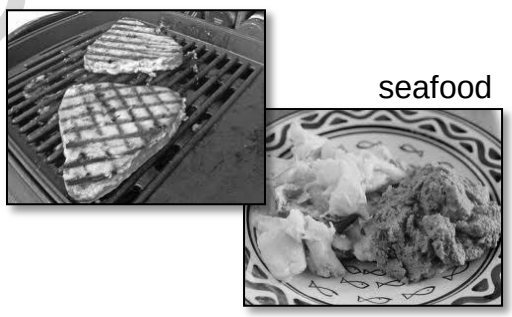
Ingredients Used For Sandwiches

Breads – good quality breads provide variety, texture, taste, bulk, nutrients and eye appeal to sandwiches. Fresh bread is easier to slice or cut if it has been chilled.

Meats – maybe beef, pork and sausage products like ham, roast beef and salami

Poultry – are chicken or turkey breasts characterized by a delicate golden brown surfaces.
.

Fish and Shellfish – some popular ingredients are tuna, sardines, grilled and fried fish fillets, crab meat and shrimp which are highly perishable and should be kept chilled to maintain quality.



seafood

Cheese – refers to cheddar, processed cream cheese and cheese spreads which are easily sliced, firm texture and act as binder, moistener of other ingredients. It should be refrigerated and remain covered until ready to serve to avoid drying out.

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Spreads – like mayonnaise, mustard and butter, moisten the bread and compliment the flavors of other ingredients. They should be served immediately and kept refrigerated to preserve its color and flavor.

Condiments – like olive oil, relishes , chutneys give a lift to a sandwich, some of them are high in acid so don't combine them with strong flavored condiments.

Vegetables – should be crisped and proportion to the size of sandwich. Lettuce, tomatoes and onions are indispensable in sandwich making. They add texture, flavor and color to the sandwich.

Miscellaneous – fruit fresh or dried, jelly, jam, peanut butter, eggs and nuts adds flavor, color, nutrients and texture to sandwich production.

Note: Skills learned in cleaning, sanitizing, and preparing tools, utensils, and equipment based on required tasks from Lesson 1, LO1 should be applied in preparing sandwiches.

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Review of Lesson 1 (Learning Outcome 1)

A. Recognize Me?

Below are statements describing the types of ingredients used in the preparation of sandwiches? Choose the correct word/term from the box and write your answer in your test notebook.

Meats	Poultry	Chees
Breads	Fish and Shellfish	Spreads
Condiments	Vegetables	

_____1. A staple food prepared by cooking a dough of flour and water and often additional ingredients.
_____2. Maybe beef, pork and sausage product.
_____3. Popular seafood which are highly perishable and should be kept chilled to moist as quality.
_____4. It moistens the bread and compliments the flavors of other ingredients.
_____5. These are relishes, olive oil and chutneys that give a lift to a sandwich.
_____6. Chicken or turkey breasts, tenderly cooked are seasoned.
_____7. These are indispensable in sandwich making because they add texture, flavor and color to sandwich.
_____8. These are sliced thinly, firm texture, and act as binder, moistener of other ingredient.

Different Types of Sandwiches

COLD SANDWICHES

1. Open-faced Sandwiches

Open sandwiches make use of one kind of bread with the filling on top. The slices of white bread can be cut into squares, triangles or rounds.

Butter is spread lightly on top and pieces of cheese or meat fillings are arranged and garnished attractively like that make /use of biscuits, cookies or toasts instead of using breads.

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2. Regular Cold Sandwiches

A plain sandwich is made up of two slices of bread, preferably a day-old bread, toasted if desired, and on which butter can be readily spread. Its crusts may or may not be removed, depending upon your preference. Butter, mayonnaise or a prepared sandwich spread may be used as lining to prevent the bread from absorbing moisture from the filling. Moreover, it ensures that the bread and the filling will stick together.

3. Pinwheel Sandwiches

Pinwheels are made of bread cut lengthwise, about 3/8 inch thick. Fresh cream bread is preferable because they are easy to roll and will not crack. Trim crusts and flatten long slices with rolling pin. Spread bread with softened butter or margarine and your choice of any smooth filling, like creamed cheese, marmalades, cheese pimiento, peanut butter, jams and jellies. Smooth filling are ideal for pinwheel sandwiches, because they do not have bulk and can be spread thinly. Roll up bread like a jelly roll.

4. Tea Sandwiches

Tea sandwiches are small fancy sandwiches made from light, delicate ingredients and bread that has been trimmed of crusts. And may be made ahead of time and frozen. They are often cut into fancy shapes, squares, rectangles and oblongs add to the variety. Fillings and spreads can be the same as those for canapés.

5. Multi-decker Sandwiches

Are made with more than two slices of bread (or rolls split into more than two pieces) and with several ingredients in the filling. The club sandwich is a popular multi-decker sandwich, made of three slices of toast and filled with sliced chicken, mayonnaise, lettuce, tomato and bacon and cut into four triangles

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6. Wrap/Rolled Sandwiches

Wraps are sandwiches in which the fillings are wrapped, like a Mexican burrito, in a large flour tortilla of similar flatbread. They may be served whole or cut in half if large.

HOT SANDWICHES

Regular Hot Sandwiches. Simple hot sandwiches consist of hot fillings, usually meats but sometimes fish, grilled vegetables, or other hot items, between two slices of bread. They may also contain items that are not hot, such as a slice of tomato or raw onion on a hamburger.

Hot Open-Faced Sandwich. Open-faced sandwiches are made by placing buttered or unbuttered bread on bread on a serving plate, covering it with hot meat or other filling and topping with a sauce, gravy, cheese, or other topping. This type of sandwich is eaten with a knife and fork.

Grilled Sandwiches. Grilled sandwiches, also called toasted sandwiches, are simple sandwiches that are buttered on the outside and browned on the griddle, in a hot oven, or in a Panini grill (see sidebar). Sandwiches containing cheese are popular for grilling.

Deep Fried Sandwiches. Deep-fried sandwiches are made by dipping sandwiches in beaten egg and sometimes in bread crumbs, and then deep-fry.

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Filled rolls, focaccia or pita bread, flavored breads served with dips like quesadillas and burritos

A. Hot or Cold?

Classify the following sandwiches either hot or cold sandwiches. Write your answer in your test notebook.

1. Chicken Wraps sandwich _____
2. Club sandwich _____
3. Tea sandwiches _____
4. Hamburgers _____
5. Toasted sandwiches _____
6. Burritos _____
7. Quesadillas _____
8. Pinwheel sandwiches _____
9. Hotdog sandwich _____
10. Chicken and veggie tortilla Sandwich _____

B. Portrait of You

Collect and compile twenty pictures of different types of sandwiches, classify according to Hot or Cold sandwiches**.**

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Your output will be rated using the scoring rubric below:

SCORE	CRITERIA
5	Properly compiled complete (20) pictures of various sandwiches in a very attractive manner and were able to classify all of them correctly
4	Properly compiled (16-19) pictures of various sandwiches in attractive manner and were able to classify all of them correctly
3	Properly compiled (10-15) pictures of various sandwiches in less attractive manner and were able to classify them with more than two errors
2	Properly compiled (6-9) pictures of various sandwiches in less attractive manner and were able to classify them with more than five errors
1	Compiled less than 6 pictures of various sandwiches in disorderly manner and were able to classify them with more than five errors

Learning Outcome 2
Prepare a Variety of Sandwiches

At the end of the lesson, you are expected to:

A. Identify sandwich component;
B. Identify bread suited for sandwich making;
C. Prepare suitable filling and spread;
D. Select and prepare glazes/sweet sauces; and
E. Prepare sandwiches using sanitary practices.

BASIC COMPONENTS OF A SANDWICH

1. **The Structure or Base –** it is the part upon which the ingredients are placed**,** consists of some form of bread or dough produce that is whole or sliced.
2. **Moistening Agent** – is meant to bind the sandwich providing an improvement of both flavor and texture. It acts as the protective layer between the filling and the structure, preventing the filling from softening or wetting the bread.
3. **The filling** – consists of one or more ingredients that are stacked, layered or folded within or on the structure to form the sandwich. The varieties of fillings should be carefully selected. The filling can be hot or cold and comes in any form of cooked, cured meat, fruit, vegetables, salad or a combination of any of them.

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TYPES OF BREAD

A. Yeast Bread. Loaf bread is the most commonly used bread for sandwiches.

1. **White Bread**. These are long rectangular loaves that provide square slices. It is one of the most versatile sandwich bread. It comes in various flavors and goes well with everything and toast nicely.

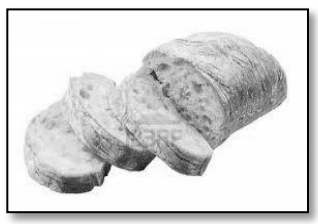
2. **Whole wheat bread** – a classic bread for sandwiches; it is nutritionally superior to white bread, taste better and has more interesting textures, slightly more compact and brownish in color.

3. **Rye Bread** – is stronger tasting bread than white and whole wheat. A heavy and a hearty flavor bread that goes with so many types of meat and condiments.

B. Buns and Rolls

1. Sandwich rolls come in all sizes, shapes and textures. The softest include hamburger buns and hot dog rolls.

2. French and Italian bread rolls including sourdough and ciabatta, split horizontally. They work well for grilled sandwiches.



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C. Flat Breads are made from flatten often unleavened bread

Pita comes in both white and whole wheat. As the flat bread bakes, it puffs up, forming a pocket that is perfect for stuffing.

Focaccia flat Italian bread, a cousin of pizza an inch or more thick and very rich in olive oil. It is sold by whole and cut into squares, split and filled.

Lavash small and rectangular, when softened in water, can be rolled around a stuffing to make a pinwheel shaped sandwich.

Tortillas unleavened round corn meal breads baked on a hot stone, size ranges to 6 inch-14 inch or larger preferably used for quesadillas and burritos.

Wraps are very thin, flat breads that are used for sandwich wraps, burritos and tacos.

Tortillas are corn or flour which has unleavened round cornmeal breads baked on a hot stone. They ranges in size from 6 inch – 14 inch or larger preferably used for quesadillas and burritos.

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Sandwich wraps are either whole wheat or spinach flavor.

D. Quick Breads These breads are raised by chemical action of baking powder or baking soda like biscuits, banana bread, carrot bread and generally more tender and crumbly than yeast bread. They are used for sweeter tasting sandwiches and are best for tea sandwiches.

FILLINGS AND SPREADS FOR SANDWICHES

Sandwich Fillings

The filling is the heart of the sandwich. It is place between or on top of bread and it provides flavor and body to the sandwich.

TYPES OF FILLINGS

1. **Dry Fillings**- refer to ingredients such as sliced or cooked meat, poultry and cheese.
2. **Moist Fillings** – refer to ingredients mixed with salad dressing or mayonnaise.

Here are fillings you may use separately or in combination.

Meat and Poultry

Meats used as fillings should be cooked, covered and refrigerated. Slice just before the sandwich is to be prepared to avoid drying out and lose flavor. Thinly sliced meats are more tender and juicy than thickly sliced.

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1. **Beef products-** sliced roast beef, hamburger patties, steaks, corned beef**.**
2. **Pork products-** roast pork, barbeque pork, ham, bacon.
3. **Poultry-** turkey breast, chicken breasts.
4. **Sausage Products-** salami, frankfurters, bologna, liverwurst, luncheon meats, grilled sausages.

Cheese

Cheese dries out rapidly when unwrapped and sliced, when slicing is done ahead, the slices should remain covered until ready to use:

- **Sandwich cheeses -** cheddar types, Swiss types, provolone, cream cheese, process cheese, cheese spreads.

Fish and shellfish

Most seafood fillings are highly perishable and should be left chilled at all times.

- **Seafood Fillings**- tuna, sardines, smoked salmon, shrimp, anchovies, fried fish, grilled or pan fried fish fillets.

Mayonnaise based salad

The most popular salads for sandwich fillings are tuna salad, egg salad, chicken or turkey salad and ham salad.

Vegetable items

Lettuce, tomato and onion are indispensable in sandwich production, also, any vegetable used in salads may also be used in sandwiches.

Miscellaneous

Fruits, fresh or dried, jelly, peanut butter, hard cooked egg, and nuts.

Most popular sandwich fillings combinations

- Chicken Salad
- Egg and Cheese
- Chicken and Bacon
- BLT – Bacon Lettuce and Tomato (also contain eggs)
- Cheese and Onion
- Prawn mayonnaise
- Chicken and Ham

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- Cheese and Ham
- Salmon and Cucumber
- Tuna and Cucumber
- Pimiento Cheese
- Peanut Butter and Jelly
- Egg and Bacon
- Ham and Egg
- Corn Beef and Cheese
- Cream Cheese and Bacon
- Chicken Caesar
- Chicken and Stuffing
- Apple Slaw- mix mayonnaise, lemon juice, cheese, apple, onions.
- Cream Cheese with finely chopped celery and grated carrots

Spreads

Purposes of Spreads

1. To protect the bread from soaking up moisture from the filling.
2. They add flavor.
3. They also add moisture.

Butter

Butter protects the bread from moisture, used soft butter to spread on bread. You may soften butter by whipping in a mixer or by simply letting it stand at room temperature. You may use margarine as a substitute or a flavored butter.

Mayonnaise

Mayonnaise is often preferred to butter as a spread because it contributes more flavor but sandwiches made with mayonnaise should be served immediately or refrigerated at once and kept refrigerated until served.

Review of Lesson 1 (Learning Outcome 2)

A. Can you Name Me?

Identify the types of bread being described below. Write your answer in your test notebook.

_____1. The most commonly used bread for sandwiches.
_____2. Classic bread is nutritionally superior to wheat bread, more compact and brown in color
_____3. Stronger tasting bread
_____4. Made from flattened, often unleavened bread

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_____5. Are excellent choice for sandwich that comes in all sizes, shapes and textures
_____6. A flat bread with pocket that is perfect for stuffing
_____7. A very thin flat bread that is used for burritos and tacos
_____8. Breads raised by chemical action of baking powder
_____9. Unleavened cornmeal baked on a hot stone.
_____10. A flat Italian bread cut into squares split and file

Preparing Sandwiches

The preparation of sandwiches requires great deal of hand works and with utmost sanitary practices. Whether you are making sandwiches in quantity or by order, your goal is to make the production as efficient, quick, safe, and healthy as possible.

Tips:

1. **Preparation of Ingredients** – prepare everything ahead of time, so nothing is left to do but assembles the ingredient. It includes, mixing fillings, preparation of spreads, slicing bread, meats, vegetable and cheese, separating lettuce, preparing garnishes and other ingredients.

2. **Arrange Ingredients for maximum efficiency**- to reduce your movement to a maximum, everything you need should be within easy reach.

Needed Tools/Equipment:

1. Storage equipment for ingredients includes refrigeration equipment for cold ingredients and a steam table for hot ingredients.
2. Hand tools included spreading, spatulas, cutting board and knives, including a serrated knife and a sharp chef's knife for cutting the finished sandwich. Also a slicer is necessary.
3. Portion control equipment includes scoops for fillings and a portion scale for other ingredients.
4. Cooking equipment includes griddle, grills, broilers and deep fryers, microwave ovens are good for cooking.

Show that you learned something by doing this activity.

A quick review of the lesson on preparing sandwiches. Demonstrate by following the given procedures.

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B. Try Me

MAKING SIMPLE COLD SANDWICHES (Ham Sandwich)

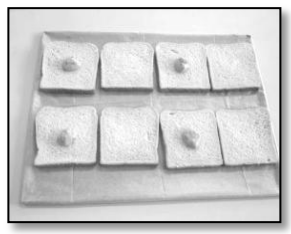
Steps:

1. Prepare and assemble all ingredients: sandwich breads, spreads, fillings

2. Assemble necessary equipment, including wrapping materials

3. Arrange bread slices in rows on the table top

4. Portion filling with a scoop or spoon onto alternate rows of bread



5. Spread fillings evenly and neatly on alternate slices, leaving the other slices plain. Fillings should not hang over the edges of the bread. If the filling is spreadable spread it evenly to the edges. Follow spreading techniques with three quick strokes.

6. Spread all bread slices to the edge with desired spread.

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7. Arrange lettuce or other vegetable accompaniments on top of filling.

8. On top of this place ham or any desired filling.

9. Top the filled slices with the plain bread slices.

10. Stack two or three sandwiches and cut with a sharp serrated knife as desired.

11. Place sandwich on sandwich bags or wrap in plastic wraps to maintain freshness.

12. Refrigerate until service.

Tips:

To maintain the good quality of a sandwich perform any of the following:

1. Wrap separately in plastic, waxed paper or sandwich bags.
2. Place in storage pans, cover tightly with plastic wrap and cover with clean damp towels. The towels must not touch the sandwiches, their purpose is to provide a moisture barrier to help prevent drying.

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3. Refrigerate immediately and hold until served.

Your output and performance will be rated using the rubric below

Dimension	PERFORMANCE LEVEL					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understanding of the step-by-step procedure	Manifests clear understanding of the step-by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step- by-step procedure seeking clarification most of the time	No attempt	
	Works independently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4.Completeness of Task	Task is completed following the procedures in the activity improvement/innovations	Task is completed following the procedures in the project plan	Task is nearly completed following the procedures in the project plan	Task is started but not completed following the procedures in the project plan	No attempt	
5. Time management	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./hours/days) beyond	Work completed ___(mins./hours/days) beyond	No attempt	
TOTAL POINTS						

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Other sandwich preparations you can choose from.
Preparations you can choose from.

Make hot sandwiches:

HAMBURGER

1. Prepare and assemble all ingredients; sandwich breads like hamburger buns, slices of cheese, vegetables and slices of meat.

2. Assemble necessary tools, equipment oven, and toaster.

3. Toast the bread lightly and place it on a clean sheet with the cut side up.

4. Put two slices of cheese on the bread like cheddar, Swiss, mozzarella or any cheese combination desired.

5. Cover the cheese with your choice of meat like roast beef, turkey, sliced ham.

6. Top the meat with another slice of cheese.

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7. Add your choice of vegetable like red onion, tomatoes, and red peppers.

8. Sprinkle a bit of spice, fresh basil or parsley and dried spices like chili or turmeric powder.

9. Finish the sandwich with another piece of bread and put it in a pre-heated 350°F oven for about 5 minutes.

Enrich your learning… practice… practice…
To prepare and present clubhouse sandwich

Clubhouse Sandwich

INGREDIENTS:

3 slices White bread
Mayonnaise
2 leaves Lettuce
2 slices Tomatoes
2 slices Cucumber
1 slice Ham
1 slice cheese
1 egg, scrambled
2 pieces of toothpicks

Procedure:

1. Place the 3 slices of bread on a clean work surface, spread the tops with mayonnaise.

2. On the first slice, place 1 lettuce leaf, then 2 slices of tomatoes and cucumber.

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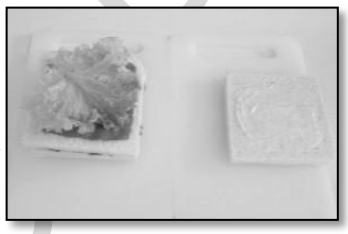
3. Place the second slice of toast on top of the first slice, spread side down.

4. Spread the top with mayonnaise.

5. On top of this, place the ham then the other lettuce leaf.



6. Add the scrambled egg.

7. Top with the third slice of toast, spread side down.

8. Place the toothpicks on two sides of the sandwich to hold it together.

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9. Cut the sandwich from corner to corner onto triangles. Each triangle will have a pick through the center to hold together.

10. Place on a plate with the points up.

To Make a Grilled Cheese Sandwich

Grilled Cheese Sandwich

Ingredients

1 slice cheddar cheese / quick melt cheese
2 slices white bread
Butter

Procedure:

1. Place the slice of cheese between the slices of bread.

2. Butter the outsides of the sandwich and place on the griddle.

3. Cook until golden brown on one side. Turnover and cook until the second side is golden brown and the cheese starts to melt.

4. Remove the sandwich from the griddle.

5. Cut in half diagonally and serve immediately.

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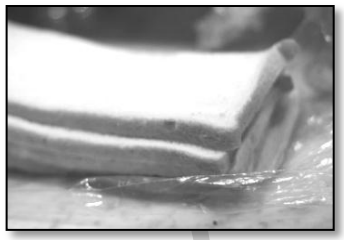
To Prepare Pinwheel Sandwich

Pinwheel Sandwich

Materials/Ingredients:

5 Slices of white bread
5 slices of ham / any spread



Procedure:

1. Assemble bread and toppings/spread.

2. Remove the crusts from the bread.

3. Flatten pieces of bread with rolling pin. Roll once or twice.

4. Spread or place toppings on each slice of bread.

5. With two hands, roll up each slice to create the pinwheel.

6. Insert a toothpick if it won't stay rolled together on its own.
7. Wrap tightly in either plastic wrap or grease proof paper and refrigerate.
8. Slice them ½ Inch thick and fasten with toothpicks before serving on platters with pieces of fruit or salad vegetables artfully displayed.

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To Prepare Chicken BLT Wrap

Chicken BLT Wrap

Ingredients:

1 tortilla
1 oz. mayonnaise
1 oz. Lettuce leaves
3 pcs thinly slices tomatoes
1 oz. cooked bacon, crumbled
2 oz. chicken breast, in thin slices

Procedure:

1. Spread the tortilla with the mayonnaise, leaving ½ inch border around.
2. Arrange the lettuce leaves in the center of the tortilla, leaving a border of about 2 inch uncovered.
3. Arrange the tomato, bacon, and chicken on top of the lettuce.
4. Roll the tortilla tightly. The mayonnaise on the edge of the tortilla helps seal it closed.
5. Serve whole or cut in half diagonally.

Submarine Sandwich

Materials/Ingredients:

1 Submarine roll
2 tbsp. mayonnaise
1 oz. salami cut in thin slices
1 oz. ham, cut in thin slices
1 oz. bologna cut in thin slices
1 oz. provolone cheese cut in thin slices
2 tomato slices
2 onion slices, very thin
3 green bell pepper rings

Procedure:

1. Split the roll horizontally, but leave it hinged on one side.
2. Spread the roll with mayonnaise.
3. Arrange the meats and cheese in the sandwich in layers. If the slice meats are too wide to fit, fold them in half.
4. Arrange the tomato, onion and pepper slices on top of the meats and cheese.
5. Close the sandwich. Leave it whole or cut it in half for service.
6. Serve the sandwich with mustard and olives or pickles on the side.

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Learning Outcome 3
Present a Variety of Sandwiches

At the end of the lesson, you are expected to:

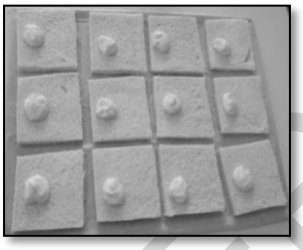
1. Portion and control sandwiches and sandwich ingredients; and
2. Present sandwiches attractively

Portion Sandwiches and its Ingredients

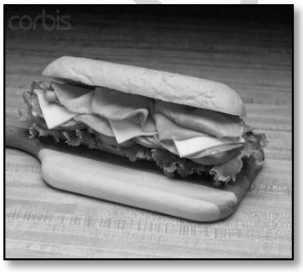
Portion Control is necessary to proportionate the weight, scoop and slice of food items, like ham and roasted beef. Other ingredients can be portion control, by slicing the meat thinly and correctly. You will need a good meat slicer and a scale to weigh your meat.

For sandwich fillings you can use scoops and make sure it does not exceed the scoop edges. The scoop is made so you can proportionately apportion the amount of food, no more or no less.

Sliced items are portioned by count and by weight. If portioning is by count, take care to slice to the proper thickness. If done by weight, each portion can be placed on squares of waxed paper or stacked in a container.



Creative sandwich preparation



Sandwiches should be attractively served on plates for individual serving or on platters for multiple serving. The plate or platters can be decorated with suitable ingredients to enhance the overall presentation.

Attractive presentation makes a garnish tray more appealing so you should learn the techniques for creating a balanced, colorful and appetizing buffet arrangement. Garnishes that complement sandwiches such as a variety of olives, peppers and pickles add color and texture to the tray.

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Arranging a bed of greens offers a festive and inviting cold tray presentation for any kind of event.

- Spread leaf lettuce on a tray, decorate the tray edges with the top curly part of the leaves the base of the leaves point toward the center of the tray. This creates a decorative bed for the sandwiches and garnishes.
- Spear the center of each sandwich with a long toothpick if it is layered, such as club sandwiches or slices of submarine sandwiches. The pick keeps the sandwich together on the tray and makes them neater for guests to select, so the sandwich won't fall apart when someone picks it up.
- Arrange the sandwiches by the filling, with the contents exposed to make sandwich selection more obvious.
- Sandwich quarters should be arranged with cut edge of the sandwich pointing up at the viewer.
- Arrange finger sandwiches in a spiral, or setting up the sandwiches in rows in the tray, with a row of garnishes between each row of sandwiches.
- Place vegetarian sandwiches on a separate tray from sandwich made with meat products.
- Handle food picks carefully. Remove food picks before giving sandwiches to children.
- Plate pinwheel sandwiches in a circular design on a platter with the pin wheel filling facing upward to show off the colors of the ingredients.

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Review of Lesson 1 (Learning Outcome 3)

A. Prepare and present sandwiches attractively using suitable garnishes, condiment and service wares.

Dimension	P E R F O R M A N C E L E V E L					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understanding of the step- by-step procedure	Manifests clear understanding of the step- by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step-by-step procedure seeking clarification most of the time	No attempt	
	Works independently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4.Completeness of Task	Task is completed following the procedures in the activity improvement/innovations	Task is completed following the procedures in the project plan	Task is nearly completed following the procedures in the project plan	Task is started but not completed following the procedures in the project plan	No attempt	
5. Time management	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./hours/days) beyond	Work completed ___(mins./hours/days) beyond	No attempt	
TOTAL POINTS						

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Learning Outcome 4
Store Sandwiches

At the end of this lesson, you are expected to:

1. Store sandwiches hygienically at the proper temperature; and
2. Keep sandwiches in appropriate conditions to maintain freshness and quality.

Proper storage for sandwiches

Storing sandwiches is one of the most important activities after preparation wherein they are to be kept properly to avoid spoilage. The most important principles for sandwich safety are keeping temperatures cool and avoiding cross contamination. Remember the basic formula 4-40-140 which means perishable foods should spend no more than 4hours at a temperature between 40 and 140°F. By the end of 4 hours bacteria may have multiplied to unsafe levels, so food that has sat out at room temperature for two hours and then been returned to the refrigerator has only another two hours of room temperature shelf life left unless it has been cooked again.

- Some sandwich ingredients and fillings should be cooked, covered in a separate airtight container, refrigerate until ready to use.
- Keep bread tightly wrapped and in moisture proof wrapping. This stops it from drying and guards against picking up odors. It should be away from ovens and hot equipment.
- If bread must be kept more than one day, it may be frozen thaw, without unwrapping.
- Wrap sandwiches with wax paper, paper napkins plastic wraps or aluminum foil to keep them in good condition.
- To keep a number of unwrapped sandwiches just place a damp towel in a shallow pan and cover with wax paper. Arrange layers of sandwiches with wax paper between each layer. Put wax paper over the sandwiches and cover it with a damp towel. Keep the sandwiches in the refrigerator until serving time.
- Refrigerate sandwiches for as long as possible if there will be a time between making and serving cover each tray with wax paper or cling wrap to prevent the sandwiches from drying out.

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- All sandwiches should be stored at recommended chill temperatures 0.5°C, soon after packing
- Packing must be clearly labeled with the product description, use by date and storage requirement.

Storing Techniques

1. Wrapping – to draw, fold in order to cover
2. Packaging Material – used package sandwich
3. Cold Storage – the process of preserving perishable food on a large scale by means of refrigeration
4. Chilling – to refrigerate or to reduce the temperature of food
5. Freezing – application of low temperature that changes the state of water in the food from liquid to solid ice.
6. Refrigeration – to keep cold or cool.

Review of Lesson 1 (Learning Outcome 4)

A. Identify the storing techniques being described in the following statements. Write your answers on your test notebook.

1. It is used to package sandwich.
2. The process of preserving perishable food on a large scale by means of refrigeration
3. To draw, fold in order to cover
4. Application of low temperature that changes the state of water in the food from liquid to solid ice.
5. To keep cold or cool.
6. To refrigerate or to reduce the temperature of food

B. Package Deal

Situation: Your friend will be celebrating her birthday. She ordered 50 pieces of a variety of sandwiches. Perform the job order from the preparation of materials and ingredients, actual preparation, presentation and storing.

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Below is the rubric to evaluate your performance.

Dimension	PERFORMANCE LEVEL					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understanding of the step-by-step procedure	Manifests clear understanding of the step-by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step- by-step procedure seeking clarification most of the time	No attempt	
	Works independently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4.Completeness of Task	Task is completed following the procedures in the activity improvement/innovations	Task is completed following the procedures in the project plan	Task is nearly completed following the procedures in the project plan	Task is started but not completed following the procedures in the project plan	No attempt	
5. Time management	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./hours /days) beyond	Work completed ___(mins./hours/days) beyond	No attempt	
TOTAL POINTS						

Post Test

A. Read the statement carefully and choose the answer that best describes the statement. Write your answer in your test notebook.

1. It is the most important principle for sandwich safety after preparation to avoid spoilage.

   A. 4 – 40 - 140
   B. 4- 140 – 40
   C. 140 – 4 - 40
   D. 40 – 140 – 4

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2. Which tool is used to measure in serving of soft foods, such as filling ice cream, and mashed potato?
   A. potato masher
   B. scooper
   C. scoops or dipper
   D. baster
3. There are many kinds of kitchen knives, each with a special use. Which one is used to cut thick sandwiches?
   A. butcher knife
   B. paring knife
   C. deli knife
   D. sandwich knife
4. A small flat, round bladed utensil that is serrated on one side and smooth on the other, used to apply food spreads over bread slices.
   A. cutting board
   B. measuring spoons
   C. sandwich spatula
   D. serrated knife
5. A plastic, serrated edge knife that is designed to slice lettuce without causing the edges to turn brown.
   A. Lettuce Knife
   B. Mixing Spoon
   C. Bread Toaster
   D. Grill

B. Identify the following statements and write your answer on your test notebook.

_____ 1. A knife with a sharp edge that has saw like notches or teeth used to slice bread, fruits and vegetables.
_____2. It comes in wood and plastic, use to protect the table while slicing bread.
_____3. Pyrex bowls that are large enough to hold the ingredients while they are being mixed.
_____4. Used to combine ingredients.
_____5. A set of individual measuring spoons used to measure small quantities of ingredients.
_____6. Are flat heated surface or wheel food is cooked directly.
_____7. A typically small electric kitchen appliance designed to toast multiple types of bread products.
_____8. A machine used to chill sandwiches and often foods.

C. Give one type of sandwich that you know. Describe it briefly and write how it is being prepared by completing the open ended statement below. Write your answer on your test notebook.

1. The type of sandwich I know is _____.
2. This type of sandwich is _____.
3. This type of sandwich is being prepared by:
   A. _____
   B. _____
   C. _____
   D. _____
   E. _____

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Quarter IV
Lesson 1
PREPARE DESSERT

At the end of the lesson, you are expected to:

1. Perform mise en place;
2. Prepare desserts and sweet sauces;
3. Plate/present desserts; and
4. Store desserts.

Dessert is usually sweet course or dish (as of pastry or ice cream) usually served at the end of a meal.

Pre – Test

A. Read the following statements carefully and choose the answer that best describes the statement. Write the letter of your answer on your test notebook.

1. The purpose of storing desserts is to
   A. Increase its volume
   B. Soften food tissues
   C. Improve the palatability
   D. Enhance freshness and quality
2. Which of these sauce is best for a simple dessert?
   A. Cold
   B. Light
   C. Hot Fudge
   D. Rich
3. The following are thickening agents used in the preparation of sauce, EXCEPT
   A. Baking Powder
   B. Cornstarch
   C. Cream
   D. Egg
4. Which of the following is considered the simplest dessert?
   A. Custard
   B. Fruits
   C. Gelatin
   D. Puddings

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5. All of the following are characteristics of good fruit desserts, EXCEPT
   A. Appetizing aroma
   B. Slightly chilled temperature
   C. Simple and attractive
   D. Moderately sweet
6. What is the process of putting your product into containers for easy distribution?
   A. Packaging
   B. Labeling
   C. Wrapping
   D. Storing
7. This term refers to packaging in large standardized containers for efficient shipping and handling
   A. Aseptically
   B. Bulk
   C. Packaging
   D. Containerization
8. Which of the following material is made from wood pulp and used for flexible packaging of goods?
   A. Cellophane
   B. Glass
   C. Metal
   D. Paper
9. A thin and transparent material that is made of cellulose and contains variable amount of water and softener
   A. Cellophane
   B. Glass
   C. Metal
   D. Paper
10. This packaging material is transparent and able to withstand heat treatments such as pasteurization and sterilization.
   A. Cellophane
   B. Glass
   C. Metal
   D. Paper
11. Which of the following tools is used for whipping eggs or butter, and for blending gravies, sauces and soups?
   A. Grater
   B. Spatula
   C. Whisks
   D. Scraper
12. Which of the following cannot be used as garnishing in dessert?
   A. Fruit
   B. Nut
   C. Chocolate
   D. Flower

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13. Which of the following guidelines should not be practiced in plating dessert?
    A. Layer flavors and texture
    B. Make garnishes edible
    C. Don't crowd the plate
    D. Use monotype plate

14. Which of the following sanitary practices is not true in storing desserts?
    A. Wash utensils and equipment thoroughly
    B. Keep away from food when you are ill
    C. Store foods and ingredients in a dry place
    D. Safeguard the food during distribution

15. In plating and presenting food, which among the following statement is related to texture?

    A. Enhances plate presentation
    B. Plays important part in plate presentation
    C. Adds visual interest to the food
    D. Serves as frame of the presentation

16. Which of the following tools is used for measuring small quantity of ingredients like salt, baking powder and others.

    A. Measuring Cup
    B. Measuring Cup
    C. Funnels
    D. Spatula

17. Which of the following tools and equipment is used to chop, blend, mix, whip, puree, grate, and liquefy foods?
    A. Blender
    B. Mixer
    C. Grater
    D. Range

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A. Complete the procedures in making a Gelatin Dessert. Write your answers on your test notebook.

Boil sugar and gulaman in two cups water

Picture of gelatin dessert

When partly jelled, arrange fruits in mold and add remaining gulaman

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Learning Outcome 1
Perform Mise en Place

At the end of the lesson, you are expected to:

1. Identify tools and equipment needed in preparing dessert;
2. Give the importance of dessert in a meal;
3. Classify dessert according to types of ingredients used; and
4. Give the characteristics of desserts.

Tools, Equipment, and Utensils needed in preparing desserts/sweets

Everyone should be familiar with the tools, equipment and utensils needed in preparing desserts. Every pastry chef must have these tools, utensils, and equipment for efficient preparation of desserts. Each tools is designed to perform a specific job in the kitchen.

Measuring cup and spoon. Individual measuring cup for dry ingredients, glass measuring cup for liquid and measuring spoon for ingredients used in small quantity.

Mixing bowl is used for mixing ingredients. It comes in different sizes: small, medium, and large.

Can opener is used to open food containers.

Cutting board is a wooden or plastic board where fruits and vegetables are cut.

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1. **Double boiler** is used when temperatures must be kept below boiling, such as for egg sauces, puddings, and to keep foods warm without overcooking.

   Funnels are used to fill jars. They are made of various sizes of stainless steel, aluminum, or plastic

2. **Graters** are used to grate, shred, slice and separate foods such as carrots, cabbage and cheese

3. **Kitchen Knives** are often referred to as the cook's or chef's knife. They are use for peeling and slicing fruits and vegetables

- **Fruit and salad knife** is used to prepare salad greens, vegetables, and fruits
- **Spatula** is used to level off ingredients when measuring and to spread frostings
- **Citrus knife** is used to section citrus fruits. The blade has a two-sided, serrated edge.
- **Paring knife** is used to core, peel, and section fruits and vegetables. The blades are short, concave with hollow ground.

4. **Kitchen Shears** are practical for opening food packages, cutting tape or string to package foods or simply to remove labels or tags from items.

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5. Scraper is a rubber or silicone tools to blend or scrape the food from the bowl; metal, silicone or plastic egg turners or flippers

6. **Spoons** are solid, slotted, or perforated. They are made of stainless steel or plastic. The solid ones are used to spoon liquids over foods and to lift foods, including the liquid out of the pot

7. **Temperature Scales** are used to measure heat intensity. Different thermometers are used for different purposes in food preparation – for meat, candy or deep-fat frying.

8. Vegetable peeler is used to scrape vegetables, such as carrots and potatoes and to peel fruits. The best ones are made of stainless steel with sharp double blade that swivels.

9. Whisks for Blending, Mixing are used for whipping eggs or batter, and for blending gravies, sauces, and soups. The beaters are made of looped steel piano wires which are twisted together to form the handle.

10. **Wooden spoons** continue to be kitchen essentials because of their usefulness for used for creaming, stirring, and mixing. They are made of hard wood.

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11. **Baking pan.** One cannot bake without bakeware. Baking pans like loaf pans, cake pans, pie plates, and baking sheets and so on are necessary for baking.

Equipment

More complicated tools are called equipment. They may refer to a small electrical appliance, such as a mixer, or a large, expensive, power-operated appliance such a range or a refrigerator.

.

1. Refrigerators/Freezers are necessary in preventing bacterial infections from foods.

2. Range is a kitchen appliance used for cooking food.

3. Mixers are used for mixing, creaming, beating and whipping ingredients. The ultimate mixer for anyone who bakes is, of course, a stand mixer.

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4. Blenders are used to chop, blend, mix, whip, puree, grate, and liquefy all kinds of food. A blender is a very useful appliance.

Note: As a rule, never use a piece of equipment until you are thoroughly familiar with its operation and features.

Review of Lesson 1 (Learning Outcome 1)

A. Name the Tool

Identification Type. Write the correct name of the tool/equipment given its uses and function below. Write your answers on your test notebook.

Tools/Equipment	Uses and Functions
1.	Used for measuring small quantity of ingredients like salt, baking powder, baking soda
2.	Used to grate, shred, slice and separate foods such as carrots, cabbage and cheese.
3.	Used for whipping eggs or butter, and for blending gravies, sauces, and soups.
4.	Used to fill jars, made of various sizes of stainless steel, aluminum, or of plastic
5.	Are practical to use for opening food packages, cutting tape or string to package foods or simply to remove labels or tags from items
6.	Are used to chop, blend, mix, whip, puree, grate, and liquefy all kinds of food
7.	Used for mixing, creaming, beating and whipping ingredients
8.	Chef's tools, use for all types of kitchen tasks, from peeling an onion and slicing carrots, to carving a roast or turkey
9.	Used for creaming, stirring, and mixing. And made from hard wood
10.	A kitchen appliance used for cooking food.

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Reasons for eating desserts and sweets

- **Dessert balances out a meal** and gives “closure” to the meal.

- **Eating dessert is an opportunity to experience different flavors** and textures that you cannot get in other foods like vegetables, meats, and fruits.

- **Dessert can be an opportunity to be creative** you can make interesting mixtures that you otherwise may not have thought of.

- **Dessert isn’t “fattening**” Remember, there is no such thing as a fattening food
- **It will make you feel like a kid again.** Forget anti-aging creams or long and sweaty workout sessions at the gym, the fastest way to recapture your youth, or embrace a more youthful spirit is to eat like a kid
- **It is romantic.**
  Desserts are designed for romance. After all, you can’t really order a salad with two forks. But, when it comes to cake, that is a different matter.

Classification/types of desserts and their characteristics

A. Fruits

The simplest dessert and one of the best are fruits because they are nutritious, appetizing, and easy to prepare and serve.

Characteristics of good fruit desserts:

- appetizing aroma
- simple
- clean washed appearance
- slightly chilled

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B. Cheese

Cheese is another excellent dessert that is ready to serve. It is made in all parts of the world from a variety of milks from cow, goat and sheep. Cheese differs depending on the kind of milk used, the kinds of cheese-making procedures, the seasonings and the ripening processes also distinguish its variety. Each variety has a definite character, a special appeal and particular uses.

The three general types of cheese based on consistency are:

1. Soft
    A. unripen cheese
    B. ripened by bacteria
2. Semi – hard
    A. ripened by mold
    B. ripened by bacteria
3. Hard
    A. with gas holes
    B. without gas holes

C. Gelatin Dessert

These are easily prepared, economical and vary in many ways. Gelatin is marketed in two forms. First, the unsweetened, granular type that must be softened in water before use, and the fruit gelatin to which flavor, color, and sugar have already been added.

D. Custard

Baked and soft custards vary in so many ways. Creamy, delicate, baked custards may be served in their baking cups or may be unmolded and served with fruit garnishes or with dessert sauces.

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Characteristics of baked custard

- firmness of shape
- smooth, tender texture
- rich and creamy consistency
- excellent flavor

Characteristics of soft custard

- velvety smooth texture
- rich flavor
- has pouring consistency of heavy cream

E. Puddings

Puddings are relatively simple to prepare and vary with sauces. These are classified as:

- Cornstarch pudding, sometimes called blancmange
- Rice pudding
- Bread pudding

Characteristics of Pudding

- attractive appearance
- excellent consistency
- well – blended flavor
- firmness of shape
- an accompanying sauce to add interest

F. Fruit Cobblers

These are not fruit pies. They have a depth of two or three inches and are topped with biscuit dough rather than being made with pie crust. They may be served either hot or cold.

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G. Frozen Desserts

1. ***Ice cream-*** smooth frozen mixture of milk, cream, sugar, flavorings and sometimes eggs.

2. ***Sherbet and Ices*** – made from fruit juices, water and sugar. American sherbet contains milk and cream and sometimes egg white. The egg whites increase smoothness and volume. Ice contains only fruit juice water, sugar and sometimes egg white.

3. ***Frozen Soufflés and Frozen Mousses*** Made like chilled mousses and Bavarians, whipped cream, beaten egg whites or both are folded to give lightness and allow to be still frozen in an ordinary freezer.

B. Give an example for each type of dessert. Write your answer on your test notebook.

1. Frozen Desserts _____
2. Fruit cobbler's _____
3. Pudding _____
4. Fruit _____
5. Custard _____
6. Gelatin _____
7. Cheese _____

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Learning Outcome 2
Prepare Desserts and Sweet sauces

At the end of this lesson, students are expected to:

A. Identify ingredients for desserts;
B. Select and prepare sweet sauces;
C. Prepare variety of desserts and sauces using sanitary practices; and
D. Follow workplace safety procedures.

Descriptor

There are a wide variety of ingredients that may be used in the preparation and cooking of cold and hot desserts. Some of the most common ingredients include:

Ingredients needed in preparing desserts and sweet sauces

Sugar The common element linking virtually all desserts is sugar. It may be used to sprinkle over fruit, beaten into egg yolks for custard or into white's for meringue. Many desserts use sugar syrup, which involves boiling sugar and water to the desired temperature.

Gelatin is used to set many cold moulded desserts. It is the basis for jellies and is also used to set creams and mousses.

Egg yolks may be mixed with flavorings, sugar and cream or milk to make custard or they may be whisked together over hot water to create a sabayon

Egg whites when raw egg whites are beaten, air is trapped in the mixture in the form of bubbles. Egg whites beaten to soft peaks will support soufflés and mousses while whites beaten to firm peaks are suitable for meringues.

Fruit Ripe perfect fruit provides the basis for many desserts, with very little effort needed to make an attractive colourful display. Fruit may be pureed, baked or poached and can then be used for pies, soufflés and puddings.

Cream This ingredient is often used as a decoration or accompaniment for both cold and hot desserts, but may also be used as one of the recipe ingredients. Whipped cream may also be used as an effective layer for trifle. Cream may be combined with rice, sugar and milk to make a delicious rice pudding.

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Batters This simple mixture of flour and water is used to make crepes and pancakes. Batter is also used to coat fruit for fritters.

Nuts are available whole, ground, roasted or caramelised. They are an important part of dessert cookery as they provide flavour for creams and ice creams.

Chocolate may be melted to easily blend into fillings and batters. It can also be poured over desserts such as cakes and puddings. When melted chocolate is cooled it can be shaped and moulded into many attractive decorations.

Quality

Many recipes will specify the type and quality of the ingredients required. It is important that you observe these requirements if you are to achieve quality desserts.

Quality points to look for when selecting dessert ingredients.

Ingredients	**Quality points**
Sugar	• Granulated sugar is used in most recipes. • Castor sugar is best for meringues and some cakes because it dissolves more easily. • Confectioner's sugar or icing sugar is used mostly for dusting the tops of desserts. • Brown sugar is commonly used in hot sauce as it produces a lovely rich caramel flavour.
Gelatin	• Many desserts are prepared using commercial leaf or powdered gelatin. • Gelatins may be plain or flavored and colored for effect.

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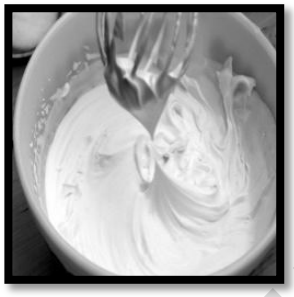
Egg yolks

- Take eggs out of the refrigerator prior to use so they are at room temperature. This way they will whisk up better and incorporate more air.

Egg whites

- Egg whites should be fresh and a grade quality.
- They may be purchased in bulk frozen or you may freeze them in small quantities if you have excess.
- If egg whites have not been cleanly divided and contain traces of yolk, they will not whip up to satisfactory foam. A pinch of salt helps the whites to whip up better.

Cream



- The characteristics of cream will differ according to whether it is pure cream, double cream, reduced cream or cream that has had a stabiliser or gelatin added to it to make the texture seem thicker and improve the whipping qualities.
- Creams vary in taste and texture so choose according to recipe specifications.
- Used only pasteurised cream.
- Pay particular attention to use-by dates.

Batter

- Batters should be made up from the fresh ingredients.
- Batter is often rested at room temperature after it is made to reduce its elasticity so that it flows more freely over the pan.
- Batters can be flavored with vanilla and other spices.

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Nuts

- Nuts may be purchased natural or blanched.
- Freshness is always important. Keep nuts well wrapped and store in refrigerator to prevent the oils in the nuts becoming rancid.
- If you require toasted nuts, toast them yourself to ensure the nuts are fresh in the first place.

Chocolate

- Chocolate is available in various types, namely bitter sweet, semi-sweet, white, dark and milk chocolate.
- Milk and white chocolate because of their milk content are more difficult to work with than dark chocolate.

Sweet Sauces

Sauce - a flavored liquid blend of ingredients that adds flavor and enhances the appearance of the food.

Fudge - a soft confection made of butter, sugar, chocolate.

Sauces can give an entirely different appearance, flavor, color, and moisture to desserts.

Kinds and Varieties of Sauces

1. Rich sauce is well suited to a simple dessert.
2. Light sauce is suited to a rich dessert.
3. Hot fudge is a delightful contrast to a cold cornstarch pudding or to vanilla ice cream.
4. Hot sauces are made just before they are to be used.
5. Cold sauces are cooked ahead of time, then cooled, covered and put in the refrigerator to chill.

Thickening Agents for Sauces

Thickening agents improve the quality of the sauces.

1. Starch
2. Cream
3. Eggs
4. Rice
5. Flavor
6. Grains
7. Cornstarch

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Most dessert sauces fall into one of three categories:

1. **Custard Sauces** -Vanilla custard sauce, Chocolate or other flavor may be added to create varieties.
2. **Fruit Purees** -These are simply purees of fresh or cooked fruits, sweetened with sugar. Other flavorings and spices are sometimes added.
3. **Syrups** - Includes such products as chocolate sauce and caramel sauce.

Guidelines in Preparing Vanilla Custard Sauce

1. Use clean, sanitized equipment and follow procedure.
2. When combining the egg yolks and sugar, whip the mixture as soon as the sugar is added. Letting the sugar and egg yolks stand together without mixing creates lumps.
3. Scald milk before combining with the yolks.
4. Slowly beat the hot milk into the beaten eggs and sugar.
5. Place bowl with egg mixture in a pan of simmering water and stir constantly to prevent curdling.
6. To test for doneness, the mixture lightly coats the back of the spoon.
7. Immediately cool the sauce by setting the pan or bowl in ice water. Stir occasionally to cool evenly.
8. If the sauce curdles, immediately stir in one (1) to two (2) ounces cold milk, transfer the sauce to a blender, and blend at high speed.

Storage of Sauces

Sauces should be kept in airtight containers and stored in a cool dry place away from moisture, oxygen, light and pests. Food made with starches that contain egg, milk, cream and other dairy products are prone to bacterial contamination and to food- borne illness. Sauces made with these ingredients should be kept out of the temperature danger zone. Thickened sauce should also be prepared, served and stored with caution. These products should be stored in the refrigerator and never left to stand at room temperature too long.

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Review of Lesson 1 (Learning Outcome 2)

A. Identify the ingredients described in the following statements. Write your answers on your test notebook.

1. _____Simple mixture of flour and water is used to make crepes and pancakes. It is also used to coat fruit for fritters.
2. _____These ingredients are available whole, chopped or ground, roasted or caramelized. They are an important part of dessert cookery as they provide flavor for creams and ice creams.
3. _____Melted to easily blend into fillings and butters. It can also be poured over desserts such as puddings. When melted and cooled it can be shaped and moulded into many attractive decorations.
4. _____The common element for all desserts. It may be used to sprinkle over fruit, beaten into egg yolks for custard or into whites for a meringue. It serves as sweeteners.
5. _____This is used to set many cold moulded desserts. It is the basis for jellies and is also used to set creams, mousses and glazes.

B. Read the following statements carefully and choose the letter that best describes the statements. Write your answers on your test notebook.

1. This is a flavored liquid blend of ingredients that adds flavor and enhances the appearance of the food.
   A. appetizer
   B. sauce
   C. dessert
   D. stock

2. Which of the following sauces is suited to a simple dessert?
   A. cold sauce
   B. hot fudge sauce
   C. light sauce
   D. rich sauce

3. This is a delightful contrast to a cold cornstarch pudding or vanilla ice cream.
   A. hot fudge
   B. hot sauce
   C. rich sauce
   D. light sauce

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4. The following are thickening agents for sauce, EXCEPT
    A. baking powder
    B. cornstarch
    C. cream
    D. egg

5. Which of the following containers is used to store sauces?
    A. airtight jar
    B. plastic bottle
    C. medium-sized bowl
    D. small plastic bag

To prepare variety of desserts and sweet sauces
Make a Fruit Dessert (Fruit Cocktail)

Equipment/tools needed:

Casserole
Gas or electric stove
Knife
Chopping board
Measuring cup
Measuring spoon
Wooden spoon
Refrigerator/chiller

Ingredients needed:

2 c ripe papaya, peeled and cubed
1 t citric acid
1 t calamansi juice
1 tbsp. almond extract
1 tbsp. honey
4 slices canned pineapple, tidbits
2/3 c sugar
1 c water

Procedure:

1. Cook cubed papaya in syrup made of $2/_3$ c. sugar and ½ c. water. Add ½ tsp. citric acid.
2. When cooked, add ¼ almond extract.
3. Cook *singkamas* similarly. Combine all the fruits and mix well.
4. Chill before serving. For dressing, use honey-calamansi juice mixture.
5. Add mixture to fruits before serving

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Gelatin dessert

Equipment/tools needed:

casserole
Gas or electric stove
Knife
Chopping board
Measuring cup

Materials/ingredients needed

4 slices	ripe mangoes (scoop the flesh)
2 bars	gulaman, torn into pieces pineapple
½ cup	(diced)
½ c. milk	(evaporated milk or fresh)
1 pc.	banana (neatly cut)
2 cup	water

PROCEDURE:

1. Boil sugar and gulaman in two cups water.
2. Remove from fire, strain through a sieve.
3. Add milk and put half of the mixture in a wet mold.
4. Put in a cool place to jell.
5. When partly jelled, arrange fruits in mold and pour the remaining gulaman.
6. Chill until firm. Serve cold.

Soft custard

Equipment/tools needed:

Sauce pan
Double boiler
Measuring cups
Wooden spoon
Egg beater
Spoon for testing

Materials/ingredients needed

3 pcs	eggs, slightly beaten (or 6 yolks)
3tbps.	sugar
2cups	milk, scalded
1tps.	whipped cream (optional)
pinch of	salt

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Procedure:

1. Scald the milk in a sauce pan over low fire.
2. Combine the eggs, salt and sugar.
3. Gradually stir in the milk and cook on top of the double boiler for 5 minutes. Stir constantly to avoid scorching.
4. Test with a spoon to see if done. If done, the spoon is well-coated with the custard. Add vanilla and cool quickly.
5. Serve in well-chilled glass dish or tall glass. Top with whipped cream, if desired.

***Note**: If you accidentally overcook the custard and it curdles, set the pan in cold water and beat smoothly with an egg beater.*

Maja Blanca

Equipment/tools needed:

Casserole
Gas or electric stove
Knife
Chopping board
Measuring cup
Measuring spoon
Wooden spoon
Carajay

Materials/ingredients needed

4 cups	coconut cream
10 pcs.	young corn on the cob -or-creamed corn
1 cup	cornstarch
3 cups	sugar
4 cups	coconut finely grated

PROCEDURE:

1. Scrape corn kernels from the cob.
2. Pound or put through a food processor.
3. Strain and squeeze through cheesecloth.
4. Mix with coconut cream and cornstarch
5. Add 2 cups sugar and cook in a saucepan.
6. Stir continuously until thick.
7. Pour into a mold.

For topping, toast grated coconut in a frying pan. Add remaining cup of sugar and cook until golden brown. Sprinkle over pudding.

***Note**: Skip steps 2-3 if using creamed corn.

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CHOCOLATE MOUSSE

Equipment/tools needed:

Weighing scale
Mixing bowl
Utility tray
Rubber scraper
Electric mixer
Refrigerator/chiller

Materials/ingredients needed

500 g	bittersweet chocolate
125 g	butter
180 g	egg yolks
250 g	egg whites
75 g	sugar
250 ml	heavy cream

Procedure:

1. Melt chocolate over hot water.
2. Remove from heat and add butter. Stir until the butter is melted and completely mixed in.
3. Add the egg yolks one at a time. Mixed in egg yolk completely before adding the next.
4. Beat the egg whites until they form peaks. Add the sugar and beat until the egg whites form stiff but moist peaks. Do not over beat.
5. Fold the egg whites into the chocolate.
6. Whipped the heavy cream until it form soft peaks. Fold it into the chocolate mixture.
7. Spoon the mousse into serving dishes or use a pastry bag fitted with a star tube.
8. Chill the mousse well before serving.

CHOCOLATE SAUCE

Equipment/tools needed:

Casserole
Gas or electric stove
Knife
Chopping board
Measuring cup
Measuring spoon
Wooden spoon
Skillet

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Materials/ingredients needed

4 squares (4 oz.)	unsweetened chocolate
1½ cups	sugar
2 cups	hot water
1 T light	corn syrup
2 T	cold water
2 T	cornstarch
1 T	butter
1½ t	vanilla
Pinch	salt

Procedure:

1. Cut the chocolate into small pieces. Melt on top of the double boiler.
2. Gradually add the hot water, stirring until the mixture is well blended.
3. Dissolve the cornstarch in cold water and combine with the chocolate mixture.
4. Add sugar, corn syrup and salt. Mix until well blended.
5. Boil for 10 minutes or until the starch is thick and smooth.
6. Add butter and vanilla.
7. Let cool. Place in a covered jar and store in the refrigerator

STRAWBERRY SAUCE

Equipment/tools needed:

Casserole
Gas or electric stove
Knife
Chopping board
Measuring cup
Measuring spoon
Wooden spoon
Skillet

Materials/ingredients needed

¾ cup	Sugar
1 ½ tbsp	cornstarch
1 cup	strawberries, pitted, crushed
2 tbsp	lemon juice

Procedure:

1. Combine the sugar and cornstarch.
2. Stir in the crushed fruit.
3. Bring to a boil and stir constantly. Cook until clear.

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4. Remove from fire. Add lemon juice and serve hot or cold.
5. This sauce may be stored in a covered jar and placed in the refrigerator.

Note: *Any fruit or fruit juice may be substituted for strawberries*
Your product and performance will be rated using the rubric below.

Dimension	PERFORMANCE LEVEL					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understanding of the step-by-step procedure	Manifests clear understanding of the step-by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step- by-step procedure seeking clarification most of the time	No attempt	
	Works independently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4.Completeness of Task	Task is completed following the procedures in the activity improvement/innovations	Task is completed following the procedures in the project plan	Task is nearly completed following the procedures in the project plan	Task is started but not completed following the procedures in the project plan	No attempt	
5. Time management	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./hours /days) beyond	Work completed ___(mins./hours/days) beyond	No attempt	
TOTAL POINTS						

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Learning Outcome 3
Plate/present desserts

At the end of this lesson, students are expected to:

1. Identify the accompaniments of desserts;
2. Present desserts attractively; and
3. Identify factors to consider in plating and presenting desserts.

Accompaniments, Garnishes and Decorations for Desserts

Dessert Syrup

Flavored simple syrup use to moisten cakes. Flavorings maybe extracts like vanilla, liquors like rum. Add flavorings after the syrup has cold, flavor may lost if added to hot syrup. Lemon or orange rind may also add flavor to syrup

Cream Anglaise

Stirred vanilla custard sauce; consists of milk, sugar, egg yolks and vanilla stirred over low heat until lightly thickened.

Pastry Cream

Contains starch as well as eggs, resulting in a much thicker and more stable product. It is used as a cake and pastry fillings for cream pies and pudding. With additional liquid, it is used as custard sauce.

Custards

Consist of milk, sugar, eggs and flavorings. (Whole eggs are used for greater thickening power). Used as pie fillings, as a dessert by itself and as a basis for many bake puddings.

Art of Dessert Plating

Desserts should turn heads in the dining room. Garnishing and plating desserts shouldn't be an afterthought. It should be an integral part of how you build your recipe.

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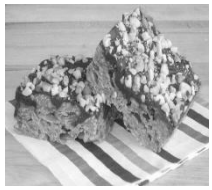
1. **Garnishes that add attraction**

Fruit Garnish	 Nut Garnish	Chocolate Garnish	Cookie Garnish

Guidelines in plating dessert:

1. **Make garnishes edible**. Everything on the dessert plate should be edible and delicious.

2. **Keep it clean and simple**. Don't crowd the plate. If your dessert is beautiful, it shouldn't need a lot of garnishes. And keep the rim of the plate clear, so the servers aren't touching the food when they place the desserts in front of the customers.

3. **Make your garnishes relate to the dessert on the plate**. The only time you should garnish with fresh mint is if you're serving mint ice cream. Don't put it on there just because you think the dessert needs color. If you have a brown dessert, like apples in puff pastry, then make sure all of those elements are executed well—puff pastry should look beautiful and crisp.

4. **Layer flavors and textures in your dessert**. Textures and flavors hit the palate at different times. Ask yourself, "How can I make this better?" If the answer is a little lemon zest, then add it as a garnish. All the components on the plate should build on the dessert, making it better.

5. **Try different plates**—various sizes and shapes. The right plate can add or enhance the theme really well.

Plating and presenting tips and techniques)

There are many factors and techniques to consider in food plating that affect the overall appearance of a dessert. Applying one of the tips may enhance presentation.

1. **The plate** – when plating desserts, the choice of plate is critical to the final presentation. Remember, the plate is the frame of the presentation. There are many sizes, shapes, and colors

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available. Choosing the right size of plate is important because food should not be crowded onto the plate.

2. **Color** - always consider color as an important part of plate presentation. Always try to have a variety of colors on the plate.

    - Green is fresh and cool, and can be soothing.
    - Red is passion and excitement.
    - Black is sophisticated and elegant.
    - Blue is a natural appetite suppressant, since it can make food look unappetizing.

3**. Texture -** texture is critical to food presentation, as well as enjoyment. Contrasting hard and soft, smooth and coarse, adds visual interest to your food, and it will enhance your customers' enjoyment to the food.

4**. Keep things clean -** Remember that neatness counts. Food should be contained within the rim of the plate, yet it should not be crowded in the center. Take a look at the plate and ask yourself if it is pleasing to the eye. It should not look sloppy and dirty.

5**. Garnish to Impress.** Garnishes and decorations can enhance your plate presentation. Choose garnishes that are appropriate to the ingredients. For example, using a chocolate curls for chocolate cake.

Here are some other techniques to keep in mind when garnishing:

- Never decorate a plate with something inedible
- Ensure the garnish complements and enhances the dish
- Choose garnishes that are the correct size; they should be easy to eat

Review of Lesson 1 (Learning Outcome 3)

A. Think and Pair

Answer the following questions and discuss your answer with your seatmate.

1. What are the important factors to be considered in plating and presenting desserts?
2. How do you plate desserts?
3. Why do we do the proper plating of desserts before presenting them to the guest?

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Learning Outcome 4
Storing Dessert

At the end of the lesson, student are expected to store or to package dessert

Storing cold and hot dessert

As many dessert contain egg and dairy product, they present a potential health hazard if not stored properly

REMEMBER: Proper storage means cooled dessert must be covered with plastic or placed in lidded container before storing in cool room.

- ✓ Dessert containing uncooked eggs should be handled with extreme care, as raw egg is a medium in which dangerous bacteria such as salmonella can thrive. This means you need to be really careful with food like chocolate mousse and uncooked cheese cake that contain egg white for a gelatin.
- ✓ Egg custard contain protein, which provides good for bacteria that are present in the custard can grow quickly, bacteria that are present in the custard can grow quickly to dangerous numbers.
- ✓ Any dessert that is not required for immediately consumption must be cooled rapidly and stored in the cool room required.
- ✓ If you plan to prepare dessert hot until service, make sure that the temperature of the food is over 65'c. Never leave an egg mixture in Bain- Marie for a while should be discard at the end of service.
- ✓ If milk and cream are used in dessert like trifle and custard, they must not be left to stand at room temperature for any length of time. They should be kept in the refrigerator until the last possible moment to prevent the risk of food poisoning.
- ✓ Many dessert have limited storage life. Make sure you check with your supervisor and follow organizational requirement.

Packaging Materials for Storing Dessert

1. Glass Container
2. Plastic Container
3. Plastic/Cellophane
4. Aluminum foil

Equipment

1. Chiller
2. Freezer
3. Refrigerator
5. Packaging Tapes
6. Boxes

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Storage Techniques

1. Refrigerate – To keep cool or cold
2. Cold Storage – The process of storing food by means of refrigeration
3. Chilling – To Refrigerate or to reduce the temperature of food

Review of Lesson 1 (Learning Outcome 4)

A. Live It On

Your school will be celebrating its 50th Founding Anniversary and your class is tasked to prepare desserts for the occasion. Prepare at least two types of desserts.

Your product and performance will be rated using the rubric below.

Dimension	PERFORMANCE LEVEL					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
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	Works independently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
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TOTAL POINTS						

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Lesson 2
Package Prepared Food Stuff

At the end of this lesson, you are expected to perform the following:

1. Select packaging materials; and
2. Package food items.

This lesson describes the skills and knowledge required to package and label prepared foodstuffs for storage and transportation. It requires the ability to check the quality of food and select correct packaging materials.

Learning Outcome 1
Select Packaging Materials

At the end of the lesson, you are expected to:

1. Give the meaning of packaging, its importance and functions; and
2. Select appropriate packaging material.

Food packaging - is packaging of food which requires protection, tampering resistance, and special physical, chemical, or biological needs. It also shows in the product label any nutrition information on the food being consumed.

The main objective of packaging is to keep the food in good condition until it is sold and consumed, and to encourage customers to purchase the product. Correct packaging is essential to achieve both these objectives.

Packaging should provide the correct environmental conditions for food starting from the time food is packed through to its consumption. A good package should therefore perform the following functions:

Provide a barrier against dirt and other contaminants thus keeping the product clean

Prevent losses. For example, packages should be securely closed to prevent leakage

Protect food against physical and chemical damage. For example the harmful effects of air, light, insects, and rodents. Each product will have its own needs

Package design should provide protection and convenience in handling and transport during distribution and marketing

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Help the customers to identify the food and instruct them how to use it correctly

- Persuade the consumer to purchase the food
- Cluster or group together small items in one package for efficiency. Powders and granular materials need containment
- Marketing - The packaging and labels can be used by marketers to encourage potential buyers to purchase the product.
- Correct packaging prevents any wastage (such as leakage or deterioration) which may occur during transportation and distribution.

Types of Packaging Materials

In many developing countries the most commonly used food packaging materials include:

- leaves
- vegetable fibers
- wood
- papers, newsprint
- earthenware
- glass
- plastics
- metals

Leaves

Banana leaves are often used for wrapping certain types of food (e.g. *suman*). Corn husk is used to wrap corn paste or unrefined block sugar, and cooked foods of all types are wrapped in leaves. They do not however protect the food against moisture, oxygen, odors or micro-organisms, and therefore, not suitable for long-term storage.

Vegetable fibers

These include bamboo, banana, coconut, and cotton fibres. These natural materials are converted into yarn, string or cord which will form the packaging material. These materials are very flexible, have some resistance to tearing, and are lightweight for handling and transportation. Being of vegetable origin, all of these materials are biodegradable and to some extent re-usable.

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As with leaves, vegetable fibres do not provide protection to food which has a long shelf-life since they offer no protection against moisture pick-up, micro-organisms, or insects and rodents.

Vegetable fiber basket

Wood

Wooden shipping containers have traditionally been used for a wide range of solid and liquid foods including fruits, vegetables, tea and beer. Wood offers good protection, good stacking characteristics and strength. Plastic containers, however, have a lower cost and have largely replaced wood in many applications. The use of wood continues for some wines and spirits because the transfer of flavor compounds from the wooden barrels improves the quality of the product.

Wooden crate

Paper

Paper is an inexpensive packaging material. It is however highly absorptive, fairly easily torn, and offers no barrier to water or gases.

The degree of paper re-use will depend on its former use, and therefore paper that is dirty or stained should be rejected. Newsprint should be used only as an outer wrapper and not be allowed to come into direct contact with food, as the ink used is toxic.

Earthenware

Earthenware pots are used worldwide for storing liquids and solid foods such as curd, yoghurt, beer, dried food, and honey. Corks, wooden lids, leaves, wax, plastic sheets, or combinations of these are used to seal the pots.

Glass

Glass has many properties which make it a popular choice as a packaging material:

- Glass is able to withstand heat treatments such as pasteurization and sterilization.
- Does not react with food.
- Protects the food from crushing and bruising

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- Resistant to moisture, gases, odors and microorganisms
- Re-usable, re-sealable and recyclable
- Transparent, allowing products to be displayed. Coloured glass may be used either to protect the food from light or to attract customers

Disadvantages of using glass as packaging materials

- Glass is heavier than many other packaging materials and this may lead to higher transport costs
- It is easy to fracture, scratch and break if heated or cooled too quickly
- Potentially serious hazards may arise from glass cracks or fragments in the food.

Preparation of glass containers

- Inspection
- Washing.
- Rinsing.
- Sterilization.
- Sealing and capping
- Cooling

Plastics

The use of various plastics for containing and wrapping food depends on what is available. Plastics are extremely useful as they can be made in either soft or hard forms, as sheets or containers, and with different thickness, light resistance, and flexibility. The filling and sealing of plastic containers is similar to glass containers.

Flexible films are the most common form of plastic. Generally, flexible films have the following properties:

- Cost is relatively low.
- Good barrier properties against moisture and gases.
- Heat sealable to prevent leakage of contents.
- Have wet and dry strength.

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- Easy to handle and convenient for the manufacturer, retailer, and consumer.
- Little weight to the product.
- Fit closely to the shape of the product, thereby wasting little space during storage and distribution.

Metal

- Metal cans have a number of advantages over other types of containers:
- Metal cans provide total protection of the contents.
- Metal cans are tamperproof.
- Metal cans are convenient for presentation.

Disadvantages of metal food packaging materials:

- Heavier than other materials, except glass, and therefore have higher transport costs
- The heat treatment associated with the use of metal cans is not suitable for small-scale production

Learning Outcome 2
Package Food items

At the end of the lesson, you are expected to:

1. Package food items in compliance with Occupational Health and Safety Procedures;
2. Adopt appropriate packaging method according to enterprise standards; and
3. Label foods according to industry standards.

Food Safety on Storing and Transporting Foods

Food Packaging has been defined by Paine (1962) as the “art science and technology of preparing goods for transport and sale”. More specifically, it is a way of making sure that a product reaches the end user in good condition at the least cost to the producer. In effect, a packaging material provides the means of transporting a product from one place to another with maximum protection at the least cost

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Food is packed in terms of quality, shelf life, microbial condition and portion control. Spoilage of food is caused by poor packaging of food. Below are some other factors in the spoilage of food:

a. **PH of food-** This simply indicates the inverse amount of hydrogen ion available in the food system. This is oftentimes associated with acidity of food. Thus, foods with high amounts of hydrogen ion have low pH and this is considered to have acidic taste. For instance, green mangoes have generally lower pH (Ph below 4.0) and therefore have high acidity.

b. **Moisture content –** This is related to the physical state of the food itself. Products with very high moisture could be those in liquid form, while those with very low free moisture could be dried or frozen. This product component is very important relative to food spoilage. The higher the moisture content, the greater the chances for microbial growth and chemical changes.

c. **Amount and nature of fat content –** The chemical processes also accelerate breakdown of fats on food. Thus, products with high fat content like oils, butter, soft cheese, fried foods and the like tend to spoil fast when inadequately packaged. Exposure to the atmosphere causes rapid oxidation breaking down the fat into free fatty acids in food. The faster the breakdown, the greater the chances of development of rancidity.

d. **Enzyme system –** It is a chemical processes like fermentation and hydrolysis which occur in high moisture food, especially in the presence of oxygen of ambient tropical temperature. When foods undergo these processes, they change in texture, flavor, odor and color. Under these conditions, the product may already be considered spoiled.

e. **Initial Microbial load –** This means that micro-organisms thrive best in high moisture foods like molds, yeast, and bacteria they grow faster in food with the high moisture content.

Classification of packaging according to use:

As a primary package – This type of package is meant to directly contain the product. Hence, it gets in direct contact with the goods. Thus, this package is expected to meet all the requirements for safety and protection of the consumers like tetra packs or canned food packages

As a secondary package – This is utilized to contain a specified number of unit packs. Thus, it may contain a dozen tetra packs or 2 dozens of tin cans or a gross of candies and so on. Its major function is to allow for the unit packs to be carried in bulk.

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As a tertiary package – When transporting in bulk, the secondary package may have to be packed again for greater protection and for bulk transfer. Use of tertiary package is normally for bulk transport or storage in large warehouses.

Occupational and health safety procedures in packaging foods

Steps on how to package meat before freezing.

1. Divide your meat into your set serving sizes
2. Get a plastic zip bag big enough to hold the portion size plus a little extra room for the meat to expand from the freezing process.
3. Put the meat into the bag, then flatten.
4. Squeeze as much of the air as you can get out, then close the zip.
5. Date the bag so you know how long it's been in your freezer

Methods of Food Packaging

Home Canned Foods - one of the oldest and most common methods of food packaging in homes is the use of home canning. Fruits and vegetables are placed in glass jars and sealed in the jars by heating the jars and then placing a rubber stopped jar top on the jar. The seals also need to be airtight to prevent the growth of bacteria.

Freezing and chilling food - another common method of packaging food is freezing and chilling .Freezing can be done with a variety of methods. Most often, it is vegetables that are frozen, although berries and other fruits can also lend themselves to being frozen.

Canned foods - canning foods as a method of food processing have been around, foods that are canned commercially are cooked prior to being placed in the can in order to prevent E. coli contamination. Canned foods come in a wide variety, ranging from meat to vegetables to fruit.

Foil Packaging - one of the innovative methods of commercial food packaging is foil wrapping. Foil wraps are often pouches that are filled and then the bottom and top of the pouch is sealed with a heat seal similar to those used with commercial frozen packaging. Foil packaging allows the foods to be sealed in the package without losing any residual moisture that may still be in the food. The best foods to package in this manner are usually dried fruits, baked goods or grain products.

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What must appear on the label?

The following must appear on the label:

- Name under which the product is sold
- List of ingredients
- Quantity of certain ingredients
- Net quantity
- Date of minimum durability
- Any special storage instructions or conditions of use
- Name or business name and address of the manufacturer or packager, or of a seller
- Place of origin of the foodstuff if its absence might mislead the consumer to a material degree
- Instructions for use where necessary
- Beverages with more than 1.2% alcohol by volume must declare their actual alcoholic strength

Review of Lesson

A. Seal It On

Prepare a dessert for a birthday party. Prepare all the materials and ingredients, perform actual preparation, presentation, packaging and storing of the dessert. Your output and performance will be rated using the rubric below.

Dimension	PERFORMANCE LEVEL					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
1. Use of tools and equipment	Uses tools and equipment correctly and confidently at all times	Uses tools and equipment correctly and confidently most of the times	Uses tools and equipment correctly and but less confidently sometimes	Uses tools and equipment incorrectly and less confidently most of the time	No attempt	
2. Application of procedures	Manifests very clear understanding of the step- by-step procedure	Manifests clear understanding of the step- by-step procedure	Manifests understanding of the step-by-step procedure but sometimes seeks clarification	Manifests less understanding of the step- by-step procedure seeking clarification most of the time	No attempt	

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Dimension	PERFORMANCE LEVEL					
	Excellent (4 pts.)	Very Satisfactory (3 pts.)	Satisfactory (2 pts.)	Needs Improvement (1 pt.)	No Attempt (0 pt.)	Points Earned
	Works independently with ease and confidence at all times	Works independently with ease and confidence most of the time	Works independently with ease and confidence sometimes	Works independently but with assistance from others most of the time	No attempt	
3. Safety work habits	Observes safety precautions at all times	Observes safety precautions most of the time	Observes safety precautions sometimes	Most of the time not observing safety precautions	No attempt	
4.Completeness of Task	Task is completed following the procedures in the activity improvement/innovations	Task is completed following the procedures in the project plan	Task is nearly completed following the procedures in the project plan	Task is started but not completed following the procedures in the project plan	No attempt	
5. Time management	Work completed ahead of time	Work completed within allotted time	Work completed ___(mins./hours/days) beyond	Work completed ___(mins./hours/days) beyond	No attempt	
TOTAL POINTS						

Post Test

A. Read the following statements carefully and choose the answer that best describes the statement. Write the letter of your answers on your test notebook.

1. The purpose of storing dessert is to
   A. increase its volume
   B. soften food tissues
   C. improve the palatability
   D. enhance freshness and quality

2. Which of these sauce is best for a simple dessert?
   A. Cold
   B. Light
   C. Hot Fudge
   D. Rich

3. The following are thickening agents used in the preparation of sauce, EXCEPT
   A. Baking powder
   B. Cornstarch
   C. Gelatin
   D. Flour

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4. Which of the following is considered the simplest dessert?
    A. Custard
    B. Fruits
    C. Gelatin
    D. Puddings

5. All of the following are characteristics of good fruit desserts, EXCEPT
    A. Appetizing aroma
    B. Slightly chilled temperature
    C. Simple and Attractive
    D. Moderate Sweet

6. What is the process of putting your product into containers for easy distribution?
    A. Packaging
    B. Labeling
    C. Wrapping
    D. Storing

7. This term refer to packaging in large standardized containers for efficient shipping and handling
    A. Aseptically
    B. Bulk
    C. Packaging
    D. Containerization

8. Which of the following material is made from wood pulp and used for flexible packaging of goods?
    A. Cellophane
    B. Glass
    C. Metal
    D. Paper

9. A thin and transparent material that is made of cellulose and contains variable amount of water and softener.
    A. Cellophane
    B. Glass
    C. Metal
    D. Paper

10. This packaging material is man-made polymers of very high molecular weight.
    A. Cellophane
    B. Glass
    C. Metal
    D. Paper

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11. Which of the following tools is used for whipping eggs or butter, and for blending gravies, sauces and soups?
    A. Grater
    B. Spatula
    C. Whisks
    D. Scraper

12. Which of the following cannot be used as garnishing in dessert?
    A. Fruit
    B. Nut
    C. Chocolate
    D. Flower

13. Which of the following guidelines should not be practiced in plating dessert?
    A. Layer flavors and texture
    B. Make garnishes edible
    C. Don't crowd the plate
    D. Use monotype of plate

14. Which of the following sanitary practices is not true in storing desserts?
    A. Wash utensils and equipment thoroughly
    B. Keep away from food when you are ill
    C. Store foods and ingredients in a dry place
    D. Safeguard the food during distribution

15. In plating and presenting food, which among the following statements is related to texture?
    A. Enhances plate presentation
    B. Plays important part in plate presentation
    C. Adds visual interest to the food
    D. Serves as frame of the presentation

16. Which of the following tools is used for measuring small quantity of ingredients like salt, baking powder and others?
    A. Measuring Cup
    B. Measuring Spoon
    C. Funnels
    D. Spatula

17. Which of the following tools and equipment is used to chop, blend, mix, whip, puree, grate, and liquefy foods?
    A. Blender
    B. Mixer
    C. Grater
    D. Range

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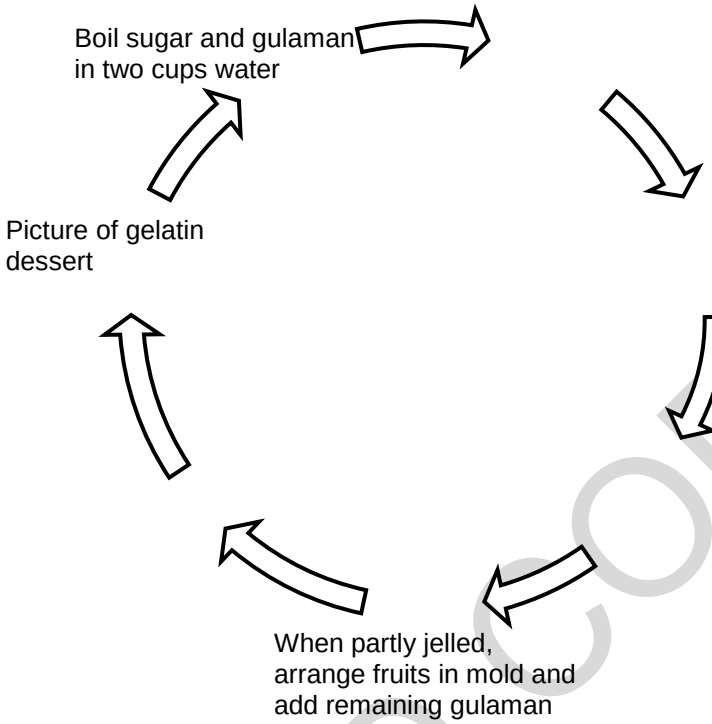
C. Complete the procedures in making Gelatin Dessert. Write your answer on your test notebook.


Boil sugar and gulaman in two cups water
Picture of gelatin dessert
When partly jelled, arrange fruits in mold and add remaining gulaman

Summative Assessment

A. Read the following questions carefully and choose the letter that best describes the statement. Write your answer on your test notebook.

1. A sweet course or dish which is usually served at the end of a meal.
   A. Sauce
   B. Dessert
   C. Stock
   D. Appetizer

2. All of the following are characteristics of good fruit desserts, EXCEPT
   A. Appetizing Aroma
   B. Slightly Chilled Temperature
   C. Simple and Attractive
   D. Moderately Sweet

3. What is the process of putting your product into containers for easy distribution?
   A. Packaging
   B. Labeling
   C. Wrapping
   D. Storing

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4. Which of the following sanitary practices is not true in storing desserts?
   A. Wash utensils and equipment thoroughly
   B. Keep away from food when you are ill
   C. Store foods and ingredients in a dry place
   D. Safeguard the food during distribution

5. In plating and presenting food, which among the following statements is related to texture?

   A. Enhances plate presentation
   B. Plays important part in plate presentation
   C. Adds visual interest to the food
   D. Serves as frame of the presentation

6. It is the most important principle for sandwich safety after preparation to avoid spoilage.

   A. 4 – 40 - 140
   B. 4- 140 – 40
   C. 140 – 4 - 40
   D. 40 – 140 – 4

7. Which of the following considerations is essential in choosing ingredients for high quality salads?
   A. Quality and Quantity
   B. Texture and Color
   C. Freshness and Variety
   D. Crispiness and taste

8. Which of the following guidelines is not included in making vegetable salad?
   A. Cooked to a firm, crisp texture and good color
   B. Cooked until completely tender and overcooked
   C. Thoroughly drained and chilled before using
   D. Marinated or soaked in a seasoned liquid

9. Which of the following procedures for quantity green salad production is the last step to do?
   A. Arrange salad plates on worktables
   B. Add dressing before serving
   C. Prepare all ingredients
   D. Refrigerate until serving

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10. Which of the following appetizers is made out of thin slices of bread in different shapes.
    A. Relish
    B. Cocktail
    C. Hors d' oeuvres
    D. Canapé

11. Pelita finds it hard to remove tough soils from the used pots and pans, it does not respond to different cleaning agents she used, if you will help her which of the following will you recommend that will surely solve her problem?
    A. Abrasives
    B. Acid Cleaners
    C. Detergents
    D. Solvent Cleaners

12. Your younger sister accidentally swallowed poison. What first aid treatment should you do?
    A. Read the label of the poisonous material.
    B. Remove anything remaining in the mouth.
    C. Give her a glass of water or any fruit juice.
    D. Give her a spoonful sugar or any kind of sweets.

13. Which of the following is the proper order in washing the dishes?
    A. Chinaware, utensils, silverware, glassware
    B. Utensils, silverware, glassware, chinaware
    C. Silverware, chinaware, glassware, utensils,
    D. Glassware, silverware, chinaware, utensils

14. Which of the following is the proper order/steps in cleaning kitchen premises?
    A. Rinse all surfaces with cold to hot waterto remove thoroughly all remaining chemical solution and food soil residues.
    B. Remove residual food soils from equipment surfaces
    C. Scrape and Pre-rinse
    D. Rinse all equipment surfaces with sanitizing agent
    A. 2 4 13 B. 3 1 4 2 C. 3 2 1 4 D. 1 2 3 4

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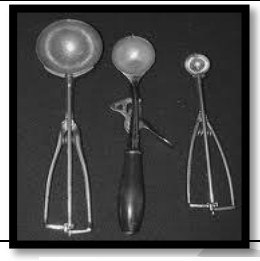
B. Identify the following tools and equipment in column B. Write your answers in column A with a short description of the uses or functions. Write your answers on your test notebook. (2 pts. each)

A	B
1.	
2.	
3.	
4.	
5.	
6.	

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7.	
8.	
9.	
10.	

A. Arrange the following steps in preparing hamburger in proper sequence. Use A for the first step, B for second and so on. Write your answers on your test notebook.

_____ 1. Cover the cheese with meat like roast beef, turkey, or sliced ham.
_____ 2. Sprinkle a bit of spice, fresh basil or parsley and dried spices like chili or turmeric powder.
_____ 3. Assemble necessary tools, equipment, oven, and toaster.
_____ 4. Top the meat with another slice of cheese.
_____ 5. Toast the bread lightly and place it on a clean sheet with the cut side up.
_____ 6. Add your choice of vegetable like red onion, tomatoes, and red peppers.
_____ 7. Finish the sandwich with another piece of bread and put it in a pre-heated 35^0 F oven for about 5 minutes.
_____ 8. Put two slices of cheese on the bread like cheddar, Swiss, mozzarella or any cheese combination desired.

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_____ 9. Prepare and assemble all ingredients; sandwich breads like hamburger buns, sliced cheeses, vegetables and meats.

B. Arrange the following steps in cleaning and sanitizing range in proper sequence. Use A for the first step, B for second and so on. Write your answer on your test notebook.

_____ 1. When cool, wash top of range
_____ 2. Before replacing, rub with oil-damped cloth
_____ 3. Remove all burnt sediments and wipe grease from top of range after each use.
_____ 4. Clean oven by removing grates, scraping off food deposits, washing and drying.
_____ 5. Run oiled cloth over top of range
_____ 6. Scrape grease from curbs and openings hinges.
_____ 7. Keep burners clean. Gas burners can be soaked and scrubbed with stiff brush while electric burners should be cleaned with a brush or with a damp cloth.

C. Draw/illustrate the structure of a plated salad and label its parts. Write your answers on your test notebook.

Your answer will be rated using the rubric below.

SCORE	CRITERIA
5	Very creatively done and able to label all the parts correctly
4	Very creatively done and able to label 2-3 parts correctly
3	Creatively done and able to label 2-3 parts correctly
2	Less creatively done and able to label 1 part correctly
1	Untidy done and no label

Synthesis -The knowledge, skills, and values learned from this **Cookery**

Learner's Material - served as an eye opener to what is to be done in the real workplace.

To become a successful chef someday or a successful entrepreneur in line with food or cooking, you should continue to assess and develop your Personal Entrepreneurial Characteristics (PECs), grab every opportunities for business, take into practice the proper observance of cleanliness in the kitchen, the proper ways on how to prepare appetizers, salads and dressings, sandwiches, desserts and the proper storage of the products. Ability to apply the safety measures in the workplace should always be practiced. Bear in mind that being a successful entrepreneur in the field of cookery requires you to always come up with quality and most satisfying products or services

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Glossary of terms

A bain-marie	Also known as a water bath or double boiler
Aeration	(whisking) Air is incorporated into a mixture, which produces a considerable increase in volume. This method may be used for cold soufflé or mousse
Baking	Involves applying dry heat to a food item
Bain-marie	(water bath)-cooking containers of mixture are placed in a larger baking tray half full of water to be cooked in the oven. This allows for a more gentle cooking process to avoid curdling mixtures.
Basic meringue	A light foamy mixture of whipped egg white and caster sugar, which is baked in the oven and served cold.
Barbeque	To cook food by grilling it over a wood or charcoal fire.
Batter	A mixture of dry and liquid ingredients with a pouring consistency
Blancmange	A French milk pudding or custard usually flavored with
Blend	To mix two or more ingredients together until uniformly combined.
Boiling	The temperature of the liquid is brought up to 100^{o}C and maintained to cook the food item
Bread	Food product made of flour, sugar, shortening, salt and liquid leavened by the action of yeast
Broil	Cooking food with a radiant heat source place above the food
Brush	To use a brush to spread a thin coal of butter or oil on food
Butter	a semi-solid fat made by churning cream and contain 80% of milk fat
Canapés	Hors d'oeuvres consisting of a small piece of bread or toast, often cut in a decorative slope, garnished with a savory spread or topping
Chiffonade	A finely shredded usually lettuce
Chill	To refrigerate to reduce the temperature of food
Cold Storage	The process of preserving perishable food on a larger seal by means of refrigeration
Contamination	The state of being contaminated
Cooling/chilling	Some cold desserts need to be refrigerated prior to service to set the item and enhance taste and appearance. Such desserts may include mousse, trifle, crème caramel and jellies
Creaming	Beating together sugar and fat until the mixture is creamy in color with a fluffy texture. This method is used for sponge-based puddings and some cheese fillings

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Cut	To divide food material with a knife or scissors in any desired sheet
Dusting	Icing sugar, caster sugar or cocoa powder may be finely sprinkled over the surface of a dessert to improve the appearance
Egg based	These desserts use an egg custard base, e.g., bread and butter pudding. Zabaglione is another example of an egg-based dessert that uses yolks, sugar and marsala.
Filling	Fruit, nuts, cheese or other mixtures may be used to fill pies, tarts, fruits, crepes or dariole moulds
Filling	Mixture of ingredients placed between slices of bread
Flans	Tins are lined with sweet short pastry, which is filled with fruit and topped with a fruit glaze
Freeze	State of water in the food from liquid to solid
Fry	To cook food in a small amount of fat
Garnishing wrapping	To draw, fold a cover sandwich
Glazing	This process results in an attractive shiny surface. To do this you can brush over a thin layer of heated jam, thickened fruit juice, sugar syrup or gelatine solution
Grate	To shred food into small pieces with the use of a grater
Grill	Cooking food over direct heat
Hot soufflés	These desserts are based on a firm meringue base and may incorporate chocolate, fruit or cheese and is further flavoured with alcohol or vanilla
Hygiene	Conditions and practices followed to maintain health including sanitation and personal cleanliness
Jellies	Gelatine is used to set these fruit flavored desserts or as a glaze on fruit tarts
Layering	Placing in layers over or under another bread
Loaf	A term used to describe a piece of bread
Mayonnaise	An emulsion of oil, egg yolk, vinegar , mustard and sometimes seasoning, used as a dressing, a spread or bases for additional sauces
Mix	To combine ingredients so as to blend them together
Mis'en place	Pronounced meez en plas) is a French phrase which means "putting in place", as in set up. It is used in professional kitchens to refer to organizing and arranging the ingredients (e.g., cuts of meat, relishes, sauces, par-cooked items, spices, freshly chopped vegetables, and other components) that a cook will require for the menu items that he or she expects to prepare during his/her shift.
Molding	Forming into desired shapes

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Packaging Method	Used for making package
Pan cakes and crepes	A basic batter mixture, which when pan-fried, can be served with sauce or filling
Pan Frying	Large to medium size item cook in a pan or skillet with a little bit of fat
Peeling	Apples, pears and pineapple that may be used for a pie or tart need to be peeled in preparation for the final product
Pies and tarts	These pastry cases are often filled with fruit or may be filled with nuts such as pecan pie.
Perishable	Liable to fast decay
Piping	Trimming edges
Piping	Egg white is beaten stiffly to form a firm peak, which may then be piped into shapes such as shells or nests. The mixture must be firm enough to hold its shape on the tray when baked. This method is used for meringues.
Poaching	The temperature of the liquid is maintained just below boiling point
Poach	To cook something in a liquid 160-180 °F
Portioning	Dividing into serving sizes.
Pour	To pour a mixture into a pan
Portioning	If you are making a number of desserts from a large quantity of mixture, it is important to portion the mixture accurately so that each pudding looks the same. Cold desserts that may be portioned include individual jellies, mousses, crème caramels and summer puddings. Hot desserts that may be portioned include soufflé, individual pies or puddings or fillings for crepes and pancakes.
Provolone	Is an Italian cheese that originated in Casilli, shapes varying from 10 to 15 cm (3.93–5.90 in) long
Pureeing	A food processor, blender or sieve is used to transform fruit into a smooth pulp or sauce. This method is used for the fillings of flans and fruit based coulis (sauces)
Refrigerate	To keep cool
Roll	To dredge
Roast	A method of dry heat cooking uncovered
Sanitation	The maintenance of a clean food preparation environment by healthy food workers in order to prevent food borne illness and food contamination
Sabayon	Is an Italian dessert, or sometimes a beverage, made with egg yolks, sugar, and a sweet wine
Sandwich	One or two pieces of bread with a filling

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Shred/ Grate	To rub food against a greater in a circular motion or back and forth to cut into fine pieces.
Shredded	To cut into strip
Slice	To cut across flat pieces, to cut into even slices
Slicing	Fruits such as apples, pears and peaches may be sliced before being placed into a pie
Sponge based	Desserts which have a sponge base can be steamed or baked and can be flavoured with a variety of ingredients including chocolate, jam, honey, lemon, orange, cheese, fruit pulp, or a syrup such as treacle
Spread	To cover with a thin layer, as to spread butter or mayonnaise on bread
Spreading	Spreading butter or mayonnaise on bread when making sandwiches
Steaming	Involves placing a covered basin of mixture above boiling water so that steam may be used to cook the product
Stir	To move a spoon round and round in a bowl to mix ingredients
Stuffed	To fill sandwiches with various fillings
Toast	To brown by direct heat as to toast bread
Trifle	Sponge cake soaked in fruit juice or sherry, layered with fruit salad and custard. Trifle may be decorated with whipped cream, glace cherries or nuts.
Trim	To remove the parts of a food that are not needed for preparation
Turning out or de-moulding	This involves turning the dessert out of a mould or basin. When turning out the dessert, take care to not damage the shape of the food item
Whisking	Incorporating air into the mixture to make it lighter and fluffier, e.g. a hot soufflé
Wraps	Made with soft flat breads folded or wrapped.

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